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ABSTRACT

The "Instructional Materials Center" project was designed to set up a process by which children with learning disabilities would be aided in both affective and cognitive domains. The project has been successful despite the fact that some of the exploratory objectives in the process domain have not been met. It has greatly aided the children involved, and given teachers a broader perspective on materials available and their usage. Such a process could be used anywhere in multiple school settings where schools are willing to cooperate in the use of personnel and materials, or in a very large school district. (Pages 85-101 may reproduce poorly.) (Author)

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# FINAL EVALUATION REPORT

Instruction Materials Center Project

Title III, E.S.E.A.

[SOUTHWEST - WEST CENTRAL EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL]

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June 30, 1973

EA 005 698

SUMMARY

Program Description

GOAL 1: The operational efficiency of the RPIMC will be demonstrably improved in 1972-73.

Objective 1: Because of demand patterns exhibited during the first two years of service 55% of the materials purchased in 1972-73 will focus in the areas of early childhood readiness, speech and language development, and perceptual motor development, 35% will focus on specific skill deficits (i.e. reading comprehension, phonics, math, etc.), and 10% will be used for replacements.

Activities:

1) Complete analysis of materials usage in 1971-72 (already done).

2) Delineate areas of greatest demand (already done).

3) Purchase new materials according to demand patterns (see objective).

4) Purchase materials in three installments (August, November, February) to allow for changing patterns of demand.

Objective 2: The Oletha system, used to retrieve materials from 1970-72, will be modified to accommodate the materials not catalogued under it.

Activities:

1) Develop system of categorizing materials from Oletha.

2) Catalog new materials according to category, grade level, and format.

3) Shelve materials according to category.

4) Change materials request forms from Oletha code numbers to written categories (i.e. specific skill, formate, grade levels).

5) Find materials being ordered by using category, and then accession number, title, publisher if needed.

6) Pull approximately 5 pieces of material per request.

7) Sign on check-out card to staff member and school personnel.

8) File cards and distribute materials to each service center and then to schools.

Objective 3: Seventy-five percent or more of RPIMC materials will be used in prescriptive programs for specific children in 1972-73.

Activities:

1) This objective will be discussed and clarified for all ERDC staff using materials.

2) Private schools using RPIMC materials will be apprised of this objective.

3) General orders for materials will be processed selectively.

4) P.R.T.'s and other ERDC staff will specifically gear materials usage to prescriptive process.

5) Supportive documentation (statement) will accompany requests for materials used non-prescriptively (i.e. for large groups, or for demonstration, etc.)

6) Request forms will have box to check if materials used prescriptively.

GOAL 2: Conduct a process evaluation of the P.R.T. role.
Communications

Objective 1: The P.R.T.'s and Program Director will clearly define and explain the currently accepted P.R.T. role to all ERDC staff and all appropriate public school staff by September 15, 1972.

Activities:

1) Develop questionnaire on P.R.T. role (April, 1972)

2) Seek out perceptions of P.R.T. role on part of school staff: P.R.T.'s, Program Director, ERDC staff through questionnaire (May, 1972).

3) Reach consensual decision on P.R.T. role definition.

4) Put this in written form (June 15, 1972).

5) Send written copies of role definition to school administrators.

5) Review and discuss revised P.R.T. role at full ERDC staff meeting (August, 1972).

7) Orient new P.R.T.'s hired in 1972-73 to role (by September 1, 1972).

8) Schedule individual meetings with school administrators and contact person in schools to explain role.

9) Use workshops and in-service to review and explain their role in the schools (August, September, 1972).

Objective 2: The prescriptive resource teacher will conduct a minimum of two formal in-service meetings in each school on topics or programs related to the educational needs of that school.

Activities:

1) In-service topics will be requested from each school through questionnaires.

2) Demonstrate and explain new materials or programs that arrive at the RPIMC.

3) Provide information on the format of new educational programs.

4) Demonstrate teaching techniques appropriate to the group being in-serviced.

5) The P.R.T. will demonstrate appropriate teaching techniques to the tutors and teachers of case load children.

6) The P.R.T. will be available as the resource person to plan and advise on new programs for the school.

Objective 3: Each P.R.T. will offer at least two in-service programs for all school personnel within her service center area.

Activities:

1) P.R.T.'s and appropriate ERDC staff meet and plan at least 5 in-service programs by August of 1972.

2) Questionnaires will be given to school staff listing options and providing space for additions.

3) Questionnaires collected from contact people at a September meeting.

4) Dates will be set for workshops and invitations sent to schools.

5) Evaluative questionnaires will be completed following each workshop.

Objective 4: The EDOC Center staff and school administration will in-service the contact person in each school so he/she can actively implement the coordination of P.R.T. functions.

Activities:

1) Specify contact person for current year at each level (elementary and secondary) in each school.

2) Elicit support of school administration for in-service.

3) Set in-service dates.

4) Involve non-P.R.T. Service Center staff.

5) Explain coordination activities to contact person.

   a. Defining school expectations in relation to P.R.T. role.

   b. Setting specific goals and objectives for P.R.T. in each school.

   c. Set priorities.

   d. Schedule and have staff meetings.

   e. Monitor highly structured educational programs.

Objective 5: A battery of short 'mini lessons" will be developed by the P.R.T.'s in which several different methods and materials will be used in 1972-73 for purposes of diagnosis and demonstration.

Activities:

1) An outside consultant will help the P.R.T.'s develop mini lessons on June 5th and 6th of 1972.

2) The P.R.T.'s will formalize this battery of small diagnostic lessons by August 30th of 1972.

3) The P.R.T.'s will practice these techniques demonstrating among themselves proper use of each method.

4) The P.R.T.'s will use this battery as an important part of the diagnosis of children with learning problems.

Objective 6: The P.R.T. in conjunction with the principal and/or contact person in individual schools will compile a tentative list of candidates for a caseload by considering the amount of time the P.R.T. will be in the school.

Activities:

1) This list will be made in order of priorities by grade utilizing past records (the definition of priority will be left to individual schools).

2) Where available, the Title I needs assessment will be used to help establish priorities.

3) All teachers within the school will be made aware of this list and asked to react in terms of the priority listing.

4) These reactions will be compiled and finalized into a projected list from which the caseload will be taken.

5) Later admissions to the projected caseload will be on a need basis.

Objective 7: One full day will be used to plan and write objectives for each child involved in prescriptive programming.

Activities:

1) About 1/2 day will be used to obtain baseline data.

   a. Observe child-teacher interaction in the classroom.

   b. Observe child-peer interaction.

   c. Review cumulative folder.

   d. Secure time on task data.

   e. Summarize prior assessment(s).

   f. Evaluate child directly through criterion referenced, standardized, and affective tests and questionnaires.

2) Review baseline data in general staffing: (about 1 hour).

3) The P.R.T. and teacher(s) involved will write a prescription based on child's weakness and strengths (about 2 hours).

   a. Each participant will summarize information from their area.

   b. The P.R.T. will function as facilitator as well as participant.

   c. Other ERDC staff will be involved, as needed.

   d. A prescriptive plan will be written with stated objectives signed by all participants.

   e. The prescriptive plan will include specific mention of appropriate methods and materials under each objective.

   f. Each participant will receive a copy.

4) Results will be communicated with the coordinator from each school.

Objective 8: a. The P.R.T. will monitor and evaluate prescriptions once per week for each student in her caseload (in schools purchasing at least 18 days of service per year).

b. The monitoring phase will be delegated to the contact person or his designate in schools not visited by the P.R.T. at least once per week.

Activities:

1A) P.R.T will schedule conferences with all persons involved in the daily educational program, including the student.

2A) Objectives, materials, and procedures will be evaluated and new objectives set for the following week (if needed) on-going activities:

   a. Record of child's responses (attitude and behavior).

   b. Record of teacher responses.

   c. Record of materials matched to prescription.

   d. Record of revised objectives relative to child's progress.

3A) Each teacher having a student involved in the prescriptive process will set aside 30 minutes per week for consultation with P.R.T. This schedule will be given to the contact person and each P.R.T.

1B) The P.R.T. and contact person will devise a method of reporting biweekly monitoring.

2B) The P.R.T. and contact person will arrange a P.R.T agenda related to on-going monitoring.

3B) The P.R.T. will evaluate objectives, methods, and materials and rework objectives and goals as needed.

Objective 9: The P.R.T. will conduct a summary evaluation for each prescriptive program no longer than 4 1/2 months after its onset.

Activities:

1) Objectives will be checked in relation to original goals and baseline data.

2) Conferences and staffings will be arranged.

3) A narrative summary will be written by P.R.T. and distributed to all personnel involved.

4) End of the year evaluation will use the same procedure; however, all personnel involved will be asked to write a narrative paragraph describing process.

GOAL 3: Conduct a Product Evaluation of P.R.T. - RPIMC Functions.

Objective 1: Fifty percent of a random sample of 30 students served in the second year of the project (1971-72) will be rated by teachers to have maintained the gains made during that year.

Activities:

1) List all students who participated in the 1971-72 program by town.

2) Check the list to exclude those who have moved.

3) Randomly select 30 students from this list.

4) Show the new teacher copies of the 1971-72 Child Progress Report and Summary.

5) Have new teacher complete evaluative questionnaire rating current progress in relation to original objectives (by February 1, 1973).

6) Tabulate results and compare to criterion levels specified above.

Objective 2: Seventy percent of students involved in intensive prescriptive programs dealing with basic skills (i.e. reading, math, language, perceptual-motor development) will meet the objectives set.

Activities:

1) The selection criterion will include: any child perceived by teachers and validated by P.R.T.'s as being most in need of special help; teacher and a tutor's willingness to participate in program; children at primary level will be given priority.

2) Baseline data will include a common fund of criterion referenced tests plus classroom observations, data from cumulative folder; and records of previous assessment. Criterion referenced tests will be used on a pre-during-post basis.

3) Each individualized program will be written, monitored, and evaluated as specified in the section under process evaluation above.

4) Objectives will be written realistically taking estimates of the child's potential for learning into account. Other ERDC specialists will be involved in writing prescriptions when possible.

5) The Wide Range Achievement Test will be administered on a pre-post test basis as a validating instrument.

6) Teacher and coordinator questionnaires will also be used as validating instruments.

7) Specification of forms and time line for data collection will be completed by September 1, 1972.

8) Specification of research design to accommodate and analyze data will be completed by September 1, 1972.

9) Accurate records will be maintained documenting the child's performance in relation to criterion levels.

10) An over-all tabulation of percent of students meeting objectives will be computed at the end of the 1972-73 school year.

11) Data from validating instruments will be computed to match achievement of objectives against external criteria.

Objective 3: Fifty percent of children involved in the prescriptive program will demonstrate significant positive attitudinal change (on a standard test measuring affect) when their performance is compared on a pre-post basis.

Activities:

1) Select the affective test preferred after reviewing those available (i.e. School Morale Test, Self Appraisal Inventory, Minnesota School Affect Assessment; "My Class Inventory") by June 15, 1972.

2) Prescriptions will be written to include focus on attitude change.

3) Administer the selected instrument to all students participating on a pre-post basis.

4) Tabulate results for the entire sample by June of 1973.

5) Compare results to criterion levels specified by using a t-test.

Objective 4: Fifty percent of a random sample of teachers with students involved in the prescriptive programs will demonstrate more and better use of positive reinforcement as measured by standard ratings of video tape samples taken at the beginning and end of the child's program.

Activities:

1) Develop teacher rating form for positive reinforcement by June 15, 1972. This can be done as part of a "mini-lesson" in-service with Dr. Virginia Brown on June 5th and 6th.

2) Video tape teacher-child interaction at the beginning and near end of child's program.

3) Have two non-involved ERDC specialists rate teacher-child interaction without knowing whether samples were of pre or post test (by June, 1973).

4) Tabulate results and compare to criterion levels.

## Evaluation

GOAL 1
Objective 1

A comparison of the objective goals with actual purchase orders in 1972-73 was made in May of 1973 and the percentage of how often the two coincided was calculated and checked as to whether or not it met the 75% coincidence rate which was stated in the goal for this objective.

The objective as stated was not met in regards to replacement, 1.5% actual vs 10%, because the need was not realized as expected. The 55% for materials in the areas of early childhood readiness, speech and language development, and perceptual motor development also missed its goal as only 40.54% of the money was spent in this area. This varies .75% greater than the tolerances set up in the design. The specific skills deficit area was well within the goal parameter set for it as 42.71% of the money was spent in this area. The remainder of the money was spent in other areas of need according to staff request of children and on teacher needs and amounted to 15.47%.

A significant change in usage was noted in the RPIMC as shows by Appendix A which compares March and April of both 1972 and 1973. It was stated by the RPIMC staff that much of their ordering was based on current demands upon the center by the users. It is felt, therefore, that the goal was met as well as possible without being detrimental to the project.

Objective 2

After preliminary investigation of the Oletha System Update during June of 1972, by the RPIMC staff, it was found that the system was not adequate for present RPIMC needs. The major problem found with the Oletha Update was the cataloguing of materials no longer available while not cataloguing many other items now in the RPIMC. On further study during the year, it was decided that

the Oletha system would aid considerably in facilitating smooth transition during any future turnover in RPIMC staff or utilizing non-professional staff. The Oletha system was, therefore, purchased by the RPIMC.

Objective 3

A random sample of one week per month was drawn in April, 1973, and a count of those ordered for prescriptive purposes was made to determine if 75% of the materials were actually used as a part of the prescriptive process.

The P.R.T.'s were found to order 68% of the time for prescriptive purposes while the remainder of the staff ordered 77% of the time prescriptively. The total order rate was 70% for prescriptive purposes which was less than the 75% goal which was hoped for. It seems, however, that whether or not the data was ordered for one or two children the teachers utilized the material as they saw fit. The random sample of 250 cards were drawn from the return card questionnaires filled out by teachers (Appendix B). The responses showed that on an average 7.76 children used each material sent out.

GOAL 2
Objective 1

A questionnaire was given to a random sample of 20 participating school principals (Appendix C) and 28 ERDC staff members (Appendix D) in October of 1972. A role definition was completed and agreed upon as a clear and definitive definition by the P.R.T.'s and the project director (Appendix E). The dissemination of the role definition was fairly thorough as 90% of the responding principals (Appendix C) and 97% of the ERDC staff (Appendix D) responded that they had been made aware of the P.R.T. role.

Objective 2

The Prescriptive Resource Teacher Evaluation Questionnaire (PRTEQ)

(Appendix F) was sent to participating school principals in May of 1973. Success of this objective was determined by the responses to Questions 5, 7 and 8 in the PRTEQ. Also available was a listing of all workshops conducted by each P.R.T. and allied ERDC staff and the topics of these workshops. This list was compared to the response of the principals to Question 2 in the P.R.T. Inquiry Questionnaire (Appendix C) to futher probe how well the intent of the objective was met.

The principals indicated that formal meetings were conducted (16 of 17 responding) and that these meetings met the needs of their schools (13 of 16 responding). Only six of fifteen responding principals said that there were two or more meetings held in their school (Appendix F, Question 8). The P.R.T's and RPIMC staff documented their workshops (Appendix G) and indicated that 17 of the 41 schools which received a workshop had two or more, however, 73 workshops were held in the 37 schools served by the P.R.T.'s plus four additional schools (these latter workshops were given by RPIMC staff). Much of the variability seems to be a function of time; the P.R.T. is sold into a given school.

Objective 3

A vast majority of the principals indicated to the P.R.T.'s and ERDC that they did not want out of school workshops this year due to the time consumed by the human relations course most of them were having conducted at their schools.

Objective 4

A question concerning in-service given and ultimate success of each contact person was asked of the P.R.T. in an interview (Appendix G) during April, 1973 by the evaluator. The results of the Contact Person Questionnaire (Appendix H) sent out to all contact persons in May, 1973, and the results of Questions 1 and 2 in the PRTEQ (Appendix C),completed by all principals in participating schools

collected during May, 1973, was used to evaluate this objective. Each of these questions were tabulated by school and for the total sample.

The P.R.T.'s said that they had 28 formal contact people in the schools, 26 of which were in-serviced (Appendix G, Questions 3 and 4). Twenty-four of the contact people responded, all of whom said that they had adequate in-service and only one felt that he lacked understanding of the job (Appendix H, Questions 1 and 4). Only 78% felt that the role they played was adequately fulfilled even though they enjoyed the job (Appendix H, Questions 2 and 3).

The principals in answering Questions 1, 2, and 3 on the PRTEQ (Appendix F) agreed with the contact persons in that 94% felt that in-service was adequate for contact people while 83% felt their contact person was effective.

Objective 5

A packet of the completed mini lesson(Appendix I) is the proof of development of such. In an interview with the P.R.T.'s (Appendix G), in April by the evaluator, a question was asked of the P.R.T. to determine whether the mini lessons were used and found useful after development. Five mini lessons were completed and all of the P.R.T.'s responded that all of the mini lessons developed had been useful either to themselves or in aiding teachers.

Objective 6

The actual priority list for each school and an agreement between P.R.T.'s and each school regarding the number of children served will be used to determine if this objective was met. A percentage of priority lists versus the number of schools served will be calculated with a 75% completion rate being the criterion for success.

Only 28 of the 37 or 76% of the schools served had their staff and the P.R.T. develop a priority listing of their students (Appendix J). This does meet the criterion set for the project.

Objective 7

The baseline data section of the Child Progress Report (Appendix K) was used to determine if baseline data was used by the P.R.T.'s for diagnosing each child case study. Question 2 on the Child-Teacher Questionnaire (Appendix L) provided information as to whether or not teachers participated in the prescriptions. The Child-Teacher Questionnaire was administered to all teachers with case study children during May, 1973. A percentage of the number of case studies involving the appropriate teacher(s) was calculated with 70% being the criterion determining success. The time available versus time needed for the P.R.T. for assessing each child was determined in an interview conducted by the evaluator with the P.R.T. in April, 1973.

All of the case studies had baseline data collected on them (Appendix K). Also, 98% of the teachers responding on the Child-Teacher Questionnaire said they were involved in writing the prescription. These meet the criterion set for this part of the objective. Three of the five P.R.T.'s said that time to do good child assessments was lacking in all or part of their schools. The P.R.T.'s indicated that large schools must buy more time; one P.R.T. suggested 25 days minimum while another suggested one day per week.

Objective 8

The Dated Log in the Child Progress Report (Appendix K) contains information concerning frequency of child case contact by the P.R.T. This data was taken from the year end P.R.T. Report (Appendix K) and a collective percentage of how often cases had weekly review was calculated. To determine how well this has worked in helping the child and as a practical working arrangement information was collected in the P.R.T. Interview by the evaluator in April, 1973.

According to the P.R.T. Log (Appendix K) each child was monitored once each month by the P.R.T. The P.R.T.'s felt that only 26 children were monitored twice a month by a P.R.T. (Appendix G) but that many of the children were monitored by the contact person also. Four of the five P.R.T.'s believed that the monitoring was helpful to the child (Appendix G). Much of the problem with monitoring was expressed by the P.R.T.'s to be not enough time in each school.

Objective 9

The substantiating data as to whether or not the report was written after 4 1/2 months was the reports themselves which were sent to the evaluator 4 1/2 months after the case study was reported to the evaluator as started. To determine if all involved personnel were contributors to the report a question discerning such was included in both the Child-Teacher Questionnaire (Appendix L) and the Contact Person Questionnaire (Appendix M) and the P.R.T.'s included a statement of such in the evaluation section of the Child Progress Report (Appendix K). A percentage of the number of times all three (Teacher, Contact Person, and P.R.T.) agreed that all involved personnel contributed to the final report was calculated.

This objective was discarded due to the paper work included and time involved.

GOAL 3
Objective 1

A random sample of 30 children, who have remained at the same school was drawn from the case studies of 1971-72. Twenty-three of 25 case children were reported to have remained the same or improved. One case child had a major loss of knowledge while the other child was somewhat poorer than in the spring of 1972.

Objective 2

Baseline data, objectives, program modifications, principal evaluation and P.R.T. final evaluation which is all documented on the Child Progress Report (Appendix K) was studied and tabulated. The teacher of the case study child rated how she feels the program has succeeded with the child in the Child-Teacher Questionnaire (Appendix L). The percentage of successful case studies as agreed upon by the P.R.T., principal and teacher was then computed to determine if the 70% objective was met. The WRAT was then studied on a pre-post basis to determine average child academic growth as measured by a standardized measure of achievement.

Only 44% (Appendix K) of the case study children met all of their objectives however, 83% of all objectives set were met (Appendix K). Of all these sets of objectives set for each child the principal and P.R.T. felt that 100% were appropriate (Appendix K), while the teachers felt that 94% were appropriate for the child (Appendix L). It seems as if social improvement has been more successful under this program as over 90% of the children were seen as having made substantial gains in this area by principals, teachers, and P.R.T.'s (Appendices K and L). The principals and P.R.T.'s viewed the academic gain for each child to have placed 60% of the children at or near grade level (Appendix K). WRAT scores pre and post treatment showed an average .82% gain per child (Appendix K) which is more than .19 per month growth as the average case was 5.6 months long (Appendix K).

Objective 3

All of the case study children had a self-appraisal inventory (Appendix M) administered by the P.R.T. on a pre-post case study basis. These inventories were tabulated and difference score was computed. Each child's pre-post

difference was then scrutinized and a percentage of those having significant changes was calculated.

The average change from the pre to post assessment was a rise from 31.7 to 35.89 in self concept (Appendix K). The percentage showing gains in self concept was 73% (Appendix K).

Objective 4

The evaluation question is:

1) Did 50% of the teachers sampled improve and increase their use of positive reinforcement?

This objective was not accomplished due to lack of cooperation from schools and lack of video tape equipment available.

## Conclusions and Recommendations

The "Instructional Materials Center" project was designed to set up a process by which children with learning disabilities would be aided both in the affective and cognitive domains. With this in mind, I feel that the project has been successful even though some of the objectives set up were not met. I feel the objectives not met were exploratory in the process domain and did not spell failure to the ultimate consumer (the child). The project has greatly aided the children involved in the project case load. It has also given teachers a broader perspective on materials available and their usage. Thus, the three years of the project will have a future impact if it died tomorrow.

The project is not folding due to the end of the project under Title III funding. The schools and Southwest-West Central Educational Research and Development Council (ERDC) are maintaining the project. Also, other people in ERDC are utilizing information gained from the project. It is these two facts which probably spell out the project's success even better than the formal evaluation.

This process could be used anywhere in multiple school settings where schools are willing to cooperate in the use of personnel and materials or in a very large school district. Some changes which might make it more effective would be having the prescriptive resource teacher (P.R.T.) in the schools at least bi-weekly and more often in large schools, and insure the P.R.T. a contact person in each school who has functioning with the P.R.T. as part of their formal duties and free time to do so.

DETAILED REPORT

Identification

Project Sponsor is Southwest-West Central Educational Research and Development Council (SW-WC ERDC) with headquarters in Willmar, Minnesota.

80 school districts in Southwest and West Central Minnesota are members of SW-WC ERDC

Target Population

4,745 kindergarten
31,922 1 - 6 grades

34,175 students

## Project Objectives and Activities

GOAL 1: The operational efficiency of the RPIMC will be demonstrably improved in 1972-73.

Objective 1: Because of demand patterns exhibited during the first two years of service 55% of the materials purchased in 1972-73 will focus in the areas of early childhood readiness, speech and language development, and perceptual motor development, 35% will focus on specific skill deficits (i.e. reading comprehension, phonics, math, etc.), and 10% will be used for replacements.

Activities:

1) Complete analysis of materials usage in 1971-72 (already done).
2) Delineate areas of greatest demand (already done).
3) Purchase new materials according to demand patterns (see objective).
4) Purchase materials in three installments (August, November, February) to allow for changing patterns of demand.

The evaluation question is:

1) Will materials purchased in 1972-73 be consistent with demand patterns of 1971-72?

A comparison of the objective goals with actual purchase orders in 1972-73 was made in May of 1973 and the percentage of how often the two coincided was calculated and checked as to whether or not it met the 75% coincidence rate which was stated in the goal for this objective.

Objective 2: The Oletha system, used to retrieve materials from 1970-72, will be modified to accommodate the materials not catalogued under it.

Activities:

1) Develop system of categorizing materials from Oletha.

2) Catalog new materials according to category, grade level, and format.

3) Shelve materials according to category.

4) Change materials request forms from Oletha code numbers to written categories (i.e. specific skill, formate, grade levels).

5) Find materials being ordered by using category, and then accession number, title, publisher if needed.

6) Pull approximately 5 pieces of material per request.

7) Sign on check-out card to staff member and school personnel.

8) File cards and distribute materials to each service center and then to schools.

The evaluation question is:

1) Was the modified Oletha system installed?

After preliminary investigation of the Oletha System Update during June of 1972, by the RPIMC staff, it was found that the system was not adequate for present RPIMC needs. The major problem found with the Oletha Update was the cataloguing of materials no longer available while not cataloguing many other items now in the RPIMC. On further study during the year, it was decided that the Oletha system would aid considerably in facilitating smooth transition during any future turnover in RPIMC staff or utilizing non-professional staff. The Oletha system was, therefore, purchased by the RPIMC.

Objective 3: Seventy-five percent or more of RPIMC materials will be used in prescriptive programs for specific children in 1972-73.

Activities:

1) This objective will be discussed and clarified for all ERDC staff using materials.

2) Private schools using RPIMC materials will be apprised of this objective.

3) General orders for materials will be processed selectively.

4) P.R.T.'s and other ERDC staff will specifically gear materials usage to prescriptive process.

5) Supportive documentation (statement) will accompany requests for materials used non-prescriptively (i.e. for large groups, or for demonstration, etc.)

6) Request forms will have box to check if materials used prescriptively.

The evaluation question is:

1) Were 75% of the materials requested in 1972-73 used as part of a prescriptive process?

A random sample of one week per month was drawn in April, 1973, and a count of those ordered for prescriptive purposes was made to determine if 75% of the materials were actually used as a part of the prescriptive process.

GOAL 2: Conduct a process evaluation of the P.R.T. role.
Communications

Objective 1: The P.R.T.'s and Program Director will clearly define and explain the currently accepted P.R.T. role to all ERDC staff and all appropriate public school staff by September 15, 1972.

Activities:

1) Develop questionnaire on P.R.T. role (April, 1972)

2) Seek out perceptions of P.R.T. role on part of school staff: P.R.T.'s, Program Director, ERDC staff through questionnaire (May, 1972).

3) Reach consensual decision on P.R.T. role definition.

4) Put this in written form (June 15, 1972).

5) Send written copies of role definition to school administrators.

6) Review and discuss revised P.R.T. role at full ERDC staff meeting (August, 1972).

7) Orient new P.R.T.'s hired in 1972-73 to role (by September 1, 1972).

8) Schedule individual meetings with school administrators and contact person in schools to explain role.

9) Use workshops and in-service to review and explain their role in the schools (August, September, 1972).

The evaluation questions are:

1) Was a role definition clearly defined for the P.R.T.'s?

2) Was it satisfactorily disseminated and explained to schools and ERDC staff by October 1, 1972?

A questionnaire was given to a random sample of 20 participating school principals (Appendix C) and 28 ERDC staff members (Appendix D) in October of 1972. A role definition was completed and agreed upon as a clear and definitive definition by the P.R.T.'s and the project director.

Objective 2: The prescriptive resource teacher will conduct a minimum of two formal in-service meetings in each school on topics or programs related to the educational needs of that school.

Activities:

1) In-service topics will be requested from each school through questionnaires.

2) Demonstrate and explain new materials or programs that arrive at the RPIMC.

3) Provide information on the format of new educational programs.

4) Demonstrate teaching techniques appropriate to the group being in-serviced.

5) The P.R.T. will demonstrate appropriate teaching techniques to the tutors and teachers of case load children.

6) The P.R.T. will be available as the resource person to plan and advise on new programs for the school.

The evaluation questions are:

1) Were at least two formal in-service meetings held at each school?

2) Did the in-service meetings meet the needs of each school?

The Prescriptive Resource Teacher Evaluation Questionnaire (PRTEQ) (Appendix F) was sent to participating school principals in May of 1973. Success of this objective was determined by the responses to Questions 5, 7 and 8 in the PRTEQ. Also available was a listing of all workshops conducted by each P.R.T. and allied ERDC staff and the topics of these workshops. This list was compared to the response of the principals to Question 2 in the P.R.T. Inquiry Questionnaire (Appendix C) to futher probe how well the intent of the objective was met.

Objective 3: Each P.R.T. will offer at least two in-service programs for all school personnel within her service center area.

Activities:

1) P.R.T.'s and appropriate ERDC staff meet and plan at least 5 in-service programs by August of 1972.

2) Questionnaires will be given to school staff listing options and providing space for additions.

3) Questionnaires collected from contact people at a September meeting.

4) Dates will be set for workshops and invitations sent to schools.

5) Evaluative questionnaires will be completed following each workshop.

The evaluation question is:

1) Were at least two workshops held for all schools within each service center area?

A vast majority of the principals indicated to the P.R.T.'s and ERDC that they did not want out of school workshops this year due to the time consumed by the human relations course most of them were having conducted at their schools.

Objective 4: The ERDC Center staff and school administration will in-service the contact person in each school so he/she can actively implement the coordination of P.R.T. functions.

Activities:

1) Specify contact person for current year at each level (elementary and secondary) in each school.

2) Elicit support of school administration for in-service.

3) Set in-service dates.

4) Involve non-P.R.T. Service Center staff.

5) Explain coordination activities to contact person.

   a. Defining school expectations in relation to P.R.T. role.

   b. Setting specific goals and objectives for P.R.T. in each school.

   c. Set priorities.

   d. Schedule and have staff meetings.

   e. Monitor highly structured educational programs.

The evaluation questions are:

1) Did the contact person receive appropriate in-service?

2) Did the contact person provide effective coordination?

A question concerning in-service given and ultimate success of each contact person was asked of the P.R.T. in an interview (Appendix G) during April, 1973 by the evaluator. The results of the Contact Person Questionnaire (Appendix H) sent out to all contact persons in May, 1973, and the results of Questions 1 and 2 in the PRTEQ (Appendix C),completed by all principals in participating schools collected during May, 1973, was used to evaluate this objective. Each of these questions were tabulated by school and for the total sample.

Objective 5: A battery of short "mini lessons" will be developed by the P.R.T.'s in which several different methods and materials will be used in 1972-73 for purposes of diagnosis and demonstration.

Activities:

1) An outside consultant will help the P.R.T.'s develop mini lessons on June 5th and 6th of 1972.

2) The P.R.T.'s will formalize this battery of small diagnostic lessons by August 30th of 1972.

3) The P.R.T.'s will practice these techniques demonstrating among themselves proper use of each method.

4) The P.R.T.'s will use this battery as an important part of the diagnosis of children with learning problems.

The evaluation questions are:

1) Was a battery of mini lessons developed?

2) If mini lessons were developed were they used and found useful after development?

A packet of the completed mini lesson(Appendix I) is the proof of development of such. In an interview with the P.R.T.'s (Appendix G), in April by the evaluator, a question was asked of the P.R.T. to determine whether the mini lessons were used and found useful after development.

Objective 6: The P.R.T. in conjunction with the principal and/or contact person in individual schools will compile a tentative list of candidates for a caseload by considering the amount of time the P.R.T. will be in the school.

Activities:

1) This list will be made in order of priorities by grade utilizing past records (the definition of priority will be left to individual schools).

2) Where available, the Title I needs assessment will be used to help establish priorities.

3) All teachers within the school will be made aware of this list and asked to react in terms of the priority listing.

4) These reactions will be compiled and finalized into a projected list from which the caseload will be taken.

5) Later admissions to the projected caseload will be on a need basis.

The evaluation question is:

1) Was a priority list of children needing prescriptive services established for each school?

The actual priority list for each school and an agreement between P.R.T.'s and each school regarding the number of children served will be used to determine if this objective was met. A percentage of priority lists versus the number of schools served will be calculated with a 75% completion rate being the criterion for success.

Objective 7: One full day will be used to plan and write objectives for each child involved in prescriptive programming.

Activities:

1) About 1/2 day will be used to obtain baseline data.

a. Observe child-teacher interaction in the classroom.

b. Observe child-peer interaction.

c. Review cumulative folder.

d. Secure time on task data.

e. Summarize prior assessment(s).

f. Evaluate child directly through criterion referenced, standardized, and affective tests and questionnaires.

2) Review baseline data in general staffing: (about 1 hour).

3) The P.R.T. and teacher(s) involved will write a prescription based on child's weakness and strengths (about 2 hours).

   a. Each participant will summarize information from their area.

   b. The P.R.T. will function as facilitator as well as participant.

   c. Other ERDC staff will be involved, as needed.

   d. A prescriptive plan will be written with stated objectives signed by all participants.

   e. The prescriptive plan will include specific mention of appropriate methods and materials under each objective.

   f. Each participant will receive a copy.

4) Results will be communicated with the coordinator from each school.

The evaluation questions are:

1) Were baseline data used in writing each prescription?

2) Did all involved teachers participate in writing the prescription?

3) Did the P.R.T. feel she had adequate time to assess each child?

The baseline data section of the Child Progress Report (Appendix K) was used to determine if baseline data was used by the P.R.T.'s for diagnosing each child case study. Question 2 on the Child-Teacher Questionnaire (Appendix L) provided information as to whether or not teachers participated in the prescriptions. The Child-Teacher Questionnaire was administered to all teachers with case study children during May, 1973. A percentage of the number of case studies involving the appropriate teacher(s) was calculated with 70% being the criterion determining success. The time available versus time needed for the P.R.T. for assessing each child was determined in an interview conducted by the evaluator with the P.R.T. in April, 1973.

Objective 8: a. The P.R.T. will monitor and evaluate prescriptions once per week for each student in her caseload (in schools purchasing at least 18 days of service per year).

b. The monitoring phase will be delegated to the contact person or his designate in schools not visited by the P.R.T. at least once per week.

Activities:

1A) P.R.T will schedule conferences with all persons involved in the daily educational program, including the student.

2A) Objectives, materials, and procedures will be evaluated and new objectives set for the following week (if needed) on-going activities:

a. Record of child's responses (attitude and behavior).

b. Record of teacher responses.

c. Record of materials matched to prescription.

d. Record of revised objectives relative to child's progress.

3A) Each teacher having a student involved in the prescriptive process will set aside 30 minutes per week for consultation with P.R.T. This schedule will be given to the contact person and each P.R.T.

1B) The P.R.T. and contact person will devise a method of reporting biweekly monitoring.

2B) The P.R.T. and contact person will arrange a P.R.T agenda related to on-going monitoring.

3B) The P.R.T. will evaluate objectives, methods, and materials and rework objectives and goals as needed.

The evaluation question is:

1) Was each child's prescriptive program monitored at least once per week and altered as needed either by a P.R.T. or by a contact person designated by the school?

The Dated Log in the Child Progress Report (Appendix K) contains information concerning frequency of child case contact by the P.R.T. This data was taken from the year end P.R.T. Report (Appendix K) and a collective percentage of how often cases had weekly review was calculated. To determine how well this has worked in helping the child and as a practical working arrangement information was collected in the P.R.T. Interview by the evaluator in April, 1973.

Objective 9: The P.R.T. will conduct a summary evaluation for each prescriptive program no longer than 4 1/2 months after its onset.

Activities:

1) Objectives will be checked in relation to original goals and baseline data.

2) Conferences and staffings will be arranged.

3) A narrative summary will be written by P.R.T. and distributed to all personnel involved.

4) End of the year evaluation will use the same procedure; however, all personnel involved will be asked to write a narrative paragraph describing process.

The evaluation questions are:

1) Were summary reports written for each child case study involved in the P.R.T.'s prescriptive programming 4 1/2 months after its onset?

2) Did all involved personnel contribute to the case study summary?

The supporting data as to whether or not the report was written after 4 1/2 months was the reports themselves which were sent to the evaluator 4 1/2 months after the case study was reported to the evaluator as started. To determine if all involved personnel were contributors to the report a question discerning such was included in both the Child-Teacher Questionnaire (Appendix L)

and the Contact Person Questionnaire (Appendix M) and the P.R.T.'s included a statement of such in the evaluation section of the Child Progress Report (Appendix K). A percentage of the number of times all three (Teacher, Contact Person, and P.R.T.) agreed that all involved personnel contributed to the final report was calculated.

This objective was discarded due to the paper work included and time involved.

GOAL 3: Conduct a Product Evaluation of P.R.T. - RPIMC Functions.

Objective 1: Fifty percent of a random sample of 30 students served in the second year of the project (1971-72) will be rated by teachers to have maintained the gains made during that year.

Activities:

1) List all students who participated in the 1971-72 program by town.

2) Check the list to exclude those who have moved.

3) Randomly select 30 students from this list.

4) Show the new teacher copies of the 1971-72 Child Progress Report and Summary.

5) Have new teacher complete evaluative questionnaire rating current progress in relation to original objectives (by February 1, 1973).

6) Tabulate results and compare to criterion levels specified above.

The evaluation question is:

1) Did 50% of a random sample of 30 children, who were case study children during the 1971-72 school year, maintain their gains during the summer of 1972?

A random sample of 30 children, who have remained at the same school was drawn from the case studies of 1971-72.

Objective 2: Seventy percent of students involved in intensive prescriptive programs dealing with basic skills (i.e. reading, math, language, perceptual-motor development) will meet the objectives set.

Activities:

1) The selection criterion will include: any child perceived by teachers and validated by P.R.T.'s as being most in need of special help; teacher and a tutor's willingness to participate in program; children at primary level will be given priority.

2) Baseline data will include a common fund of criterion referenced tests plus classroom observations, data from cumulative folder; and records of previous assessment. Criterion referenced tests will be used on a pre-during-post basis.

3) Each individualized program will be written, monitored, and evaluated as specified in the section under process evaluation above.

4) Objectives will be written realistically taking estimates of the child's potential for learning into account. Other ERDC specialists will be involved in writing prescriptions when possible.

5) The Wide Range Achievement Test will be administered on a pre-post test basis as a validating instrument.

6) Teacher and coordinator questionnaires will also be used as validating instruments.

7) Specification of forms and time line for data collection will be completed by September 1, 1972.

8) Specification of research design to accommodate and analyze data will be completed by September 1, 1972.

9) Accurate records will be maintained documenting the child's performance in relation to criterion levels.

10) An over-all tabulation of percent of students meeting objectives will be computed at the end of the 1972-73 school year.

11) Data from validating instruments will be computed to match achievement of objectives against external criteria.

The evaluation questions are:

1) Did 70% of involved students meet the objectives specified?

2) How much achievement gain was shown on the Wide Range Achievement Tests (WRAT)?

Baseline data, objectives, program modifications, principal evaluation and P.R.T. final evaluation which is all documented on the Child Progress Report (Appendix K) was studied and tabulated. The teacher of the case study child rated now she feels the program has succeeded with the child in the Child-Teacher Questionnaire (Appendix L). The percentage of successful case studies as agreed upon by the P.R.T., principal and teacher was then computed to determine if the 70% objective was met. The WRAT was then studied on a pre-post basis to determine average child academic growth as measured by a standardized measure of achievement.

Objective 3: Fifty percent of children involved in the prescriptive program will demonstrate significant positive attitudinal change (on a standard test measuring affect) when their performance is compared on a pre-post basis.

Activities:

1) Select the affective test preferred after reviewing those available (i.e. School Morale Test, Self Appraisal Inventory, Minnesota School Affect Assessment; "My Class Inventory") by June 15, 1972.

2) Prescriptions will be written to include focus on attitude change.

3) Administer the selected instrument to all students participating on a pre-post basis.

4) Tabulate results for the entire sample by June of 1973.

5) Compare results to criterion levels specified by using a t-test.

The evaluation quesiton is:

1) Did 50% of the children have a positive attitudinal change toward themselves?

All of the case study children had a self-appraisal inventory (Appendix M) administered by the P.R.T. on a pre-post case study basis. These inventories were tabulated and difference score was computed. Each child's pre-post difference was then scrutinized and a percentage of those having significant changes was calculated.

Objective 4: Fifty percent of a random sample of teachers with students involved in the prescriptive programs will demonstrate more and better use of positive reinforcement as measured by standard ratings of video tape samples taken at the beginning and end of the child's program.

Activities:

1) Develop teacher rating form for positive reinforcement by June 15, 1972. This can be done as part of a "mini-lesson" in-service with Dr. Virginia Brown on June 5th and 6th.

2) Video tape teacher-child interaction at the beginning and near end of child's program.

3) Have two non-involved ERDC specialists rate teacher-child interaction without knowing whether samples were of pre or post test (by June, 1973).

4) Tabulate results and compare to criterion levels.

The evaluation question is:

1) Did 50% of the teachers sampled improve and increase their use of positive reinforcement?

This objective was not accomplished due to lack of cooperation from schools and lack of video tape equipment available.

Data

GOAL 1
Objective 1

The evaluation question is:

1) Will materials purchased in 1972-73 be consistent with demand patterns of 1971-72?

A comparison of the objective goals with actual purchase orders in 1972-73 was made in May of 1973 and the percentage of how often the two coincided was calculated and checked as to whether or not it met the 75% coincidence rate which was stated in the goal for this objective.

The objective as stated was not met in regards to replacement, 1.5% actual vs 10%, because the need was not realized as expected. The 55% for materials in the areas of early childhood readiness, speech and language development, and perceptual motor development also missed its goal as only 40.54% of the money was spent in this area. This varies .75% greater than the tolerances set up in the design. The specific skills deficit area was well within the goal parameter set for it as 42.71% of the money was spent in this area. The remainder of the money was spent in other areas of need according to staff request of children and on teacher needs and amounted to 15.47%.

A significant change in usage was noted in the RPIMC as shows by Appendix A which compares March and April of both 1972 and 1973. It was stated by the RPIMC staff that much of their ordering was based on current demands upon the center by the users. It is felt, therefore, that the goal was met as well as possible without being detrimental to the project.

Objective 2

The evaluation question is:

1) Was the modified Oletha system installed?

After preliminary investigation of the Oletha System Update during June of 1972, by the RPIMC staff, it was found that the system was not adequate for present RPIMC needs. The major problem found with the Oletha Update was the cataloguing of materials no longer available while not cataloguing many other items now in the RPIMC. On further study during the year, it was decided that the Oletha system would aid considerably in facilitating smooth transition during any future turnover in RPIMC staff or utilizing non-professional staff. The Oletha system was, therefore, purchased by the RPIMC.

Objective 3

The evaluation question is:

1) Were 75% of the materials requested in 1972-73 used as part of a prescriptive process?

A random sample of one week per month was drawn in April, 1973, and a count of those ordered for prescriptive purposes was made to determine if 75% of the materials were actually used as a part of the prescriptive process.

The P.R.T.'s were found to order 68% of the time for prescriptive purposes while the remainder of the staff ordered 77% of the time prescriptively. The total order rate was 70% for prescriptive purposes which was less than the 75% goal which was hoped for. It seems, however, that whether or not the data was ordered for one or two children the teachers utilized the material as they saw fit. The random sample of 250 cards were drawn from the return card questionnaires filled out by teachers (Appendix B). The responses showed that on an average 7.76 children used each material sent out.

GOAL 2
Objective 1

The evaluation questions are:

1) Was a role definition clearly defined for the P.R.T.'s?

2) Was it satisfactorily disseminated and explained to schools and ERDC staff by October 1, 1972?

A questionnaire was given to a random sample of 20 participating school principals (Appendix C) and 28 ERDC staff members (Appendix D) in October of 1972. A role definition was completed and agreed upon as a clear and definitive definition by the P.R.T.'s and the project director (Appendix E). The dissemination of the role definition was fairly thorough as 90% of the responding principals (Appendix C) and 97% of the ERDC staff (Appendix D) responded that they had been made aware of the P.R.T. role.

Objective 2

The evaluation questions are:

1) Were at least two formal in-service meetings held at each school?

2) Did the in-service meetings meet the needs of each school?

The Prescriptive Resource Teacher Evaluation Questionnaire (PRTEQ) (Appendix F) was sent to participating school principals in May of 1973. Success of this objective was determined by the responses to Questions 5, 7 and 8 in the PRTEQ. Also available was a listing of all workshops conducted by each P.R.T. and allied ERDC staff and the topics of these workshops. This list was compared to the response of the principals to Question 2 in the P.R.T. Inquiry Questionnaire (Appendix C) to futher probe how well the intent of the objective was met.

The principals indicated that formal meetings were conducted (16 of 17 responding) and that these meetings met the needs of their schools (13 of 16 responding). Only six of fifteen responding principals said that there were two or more meetings held in their school (Appendix F, Question 8). The P.R.T's and RPIMC staff documented their workshops (Appendix G) and indicated that 17 of the 41 schools which received a workshop had two or more, however, 73 work-

shops were held in the 37 schools served by the P.R.T.'s plus four additional schools (these latter workshops were given by RPIMC staff). Much of the variability seems to be a function of time; the P.R.T. is sold into a given school.

Objective 3

The evaluation question is:

1) Were at least two workshops held for all schools within each service center area?

A vast majority of the principals indicated to the P.R.T.'s and ERDC that they did not want out of school workshops this year due to the time consumed by the human relations course most of them were having conducted at their schools.

Objective 4

The evaluation questions are:

1) Did the contact person receive appropriate in-service?

2) Did the contact person provide effective coordination?

A question concerning in-service given and ultimate success of each contact person was asked of the P.R.T. in an interview (Appendix G) during April, 1973 by the evaluator. The results of the Contact Person Questionnaire (Appendix H) sent out to all contact persons in May, 1973, and the results of Questions 1 and 2 in the PRTEQ (Appendix C),completed by all principals in participating schools collected during May, 1973, was used to evaluate this objective. Each of these questions were tabulated by school and for the total sample.

The P.R.T.'s said that they had 28 formal contact people in the schools, 26 of which were in-serviced (Appendix G, Questions 3and 4). Twenty-four of the contact people responded, all of whom said that they had adequate in-service and only one felt that he lacked understanding of the job (Appendix H, Questions 1 and 4). Only 78% felt that the role they played was adequately fulfilled

even though they enjoyed the job (Appendix H, Questions 2 and 3).

The principals in answering Questions 1, 2, and 3 on the PRTEQ (Appendix F) agreed with the contact persons in that 94% felt that in-service was adequate for contact people while 83% felt their contact person was effective.

Objective 5

The evaluation questions are:

1) Was a battery of mini lessons developed?

2) If mini lessons were developed were they used and found useful after development?

A packet of the completed mini lesson(Appendix I) is the proof of development of such. In an interview with the P.R.T.'s (Appendix G), in April by the evaluator, a question was asked of the P.R.T. to determine whether the mini lessons were used and found useful after development. Five mini lessons were completed and all of the P.R.T.'s responded that all of the mini lessons developed had been useful either to themselves or in aiding teachers.

Objective 6

The evaluation question is:

1) Was a priority list of children needing prescriptive services established for each school?

The actual priority list for each school and an agreement between P.R.T.'s and each school regarding the number of children served will be used to determine if this objective was met. A percentage of priority lists versus the number of schools served will be calculated with a 75% completion rate being the criterion for success.

Only 28 of the 37 or 76% of the schools served had their staff and the P.R.T. develop a priority listing of their students (Appendix J). This does meet the criterion set for the project.

Objective 7

The evaluation questions are:

1) Were baseline data used in writing each prescription?

2) Did all involved teachers participate in writing the prescription?

3) Did the P.R.T. feel she had adequate time to assess each child?

The baseline data section of the Child Progress Report (Appendix K) was used to determine if baseline data was used by the P.R.T.'s for diagnosing each child case study. Question 2 on the Child-Teacher Questionnaire (Appendix L) provided information as to whether or not teachers participated in the prescriptions. The Child-Teacher Questionnaire was administered to all teachers with case study children during May, 1973. A percentage of the number of case studies involving the appropriate teacher(s) was calculated with 70% being the criterion determining success. The time available versus time needed for the P.R.T. for assessing each child was determined in an interview conducted by the evaluator with the P.R.T. in April, 1973.

All of the case studies had baseline data collected on them (Appendix K). Also, 98% of the teachers responding on the Child-Teacher Questionnaire said they were involved in writing the prescription. These meet the criterion set for this part of the objective. Three of the five P.R.T.'s said that time to do good child assessments was lacking in all or part of their schools. The P.R.T.'s indicated that large schools must buy more time; one P.R.T. suggested 25 days minimum while another suggested one day per week.

Objective 8

The evaluation question is:

1) Was each child's prescriptive program monitored at least once per week and altered as needed either by a P.R.T. or by a

contact person designated by the school?

The Dated Log in the Child Progress Report (Appendix K) contains information concerning frequency of child case contact by the P.R.T. This data was taken from the year end P.R.T. Report (Appendix K) and a collective percentage of how often cases had weekly review was calculated. To determine how well this has worked in helping the child and as a practical working arrangement information was collected in the P.R.T. Interview by the evaluator in April, 1973.

According to the P.R.T. Log (Appendix K) each child was monitored once each month by the P.R.T. The P.R.T.'s felt that only 26 children were monitored twice a month by a P.R.T. (Appendix G) but that many of the children were monitored by the contact person also. Four of the five P.R.T.'s believed that the monitoring was helpful to the child (Appendix G). Much of the problem with monitoring was expressed by the P.R.T.'s to be not enough time in each school.

Objective 9

The evaluation questions are:

1) Were summary reports written for each child case study involved in the P.R.T.'s prescriptive programming 4 1/2 months after its onset?

2) Did all involved personnel contribute to the case study summary?

The substantiating data as to whether or not the report was written after 4 1/2 months was the reports themselves which were sent to the evaluator 4 1/2 months after the case study was reported to the evaluator as started. To determine if all involved personnel were contributors to the report a question discerning such was included in both the Child-Teacher Questionnaire (Appendix L) and the Contact Person Questionnaire (Appendix M) and the P.R.T.'s included a statement of such in the evaluation section of the Child Progress Report (Appendix K). A percentage of the number of times all three (Teacher, Contact Person, and

P.R.T.) agreed that all involved personnel contributed to the final report was calculated.

This objective was discarded due to the paper work included and time involved.

GOAL 3
Objective 1

The evaluation question is:

1) Did 50% of a random sample of 30 children, who were case study children during the 1971-72 school year, maintain their gains during the summer of 1972?

A random sample of 30 children, who have remained at the same school was drawn from the case studies of 1971-72. Twenty-three of 25 case children were reported to have remained the same or improved. One case child had a major loss of knowledge while the other child was somewhat poorer than in the spring of 1972.

Objective 2

The evaluation questions are:

1) Did 70% of involved students meet the objectives specified?
2) How much achievement gain was shown on the Wide Range Achievement Tests (WRAT)?

Baseline data, objectives, program modifications, principal evaluation and P.R.T. final evaluation which is all documented on the Child Progress Report (Appendix K) was studied and tabulated. The teacher of the case study child rated how she feels the program has succeeded with the child in the Child-Teacher Questionnaire (Appendix L). The percentage of successful case studies as agreed upon by the P.R.T., principal and teacher was then computed to determine if the 70% objective was met. The WRAT was then studied on a pre-post basis to deter-

mine average child academic growth as measured by a standardized measure of achievement.

Only 44% (Appendix K) of the case study children met all of their objectives however, 83% of all objectives set were met (Appendix K). Of all these sets of objectives set for each child the principal and P.R.T. felt that 100% were appropriate (Appendix K), while the teachers felt that 94% were appropriate for the child (Appendix L). It seems as if social improvement has been more successful under this program as over 90% of the children were seen as having made substantial gains in this area by principals, teachers, and P.R.T.'s (Appendices K and L). The principals and P.R.T.'s viewed the academic gain for each child to have placed 60% of the children at or near grade level (Appendix K). WRAT scores pre and post treatment showed an average .82% gain per child (Appendix K) which is more than .19 per month growth as the average case was 5.6 months long (Appendix K).

Objective 3

The evaluation quesiton is:

1) Did 50% of the children have a positive attitudinal change toward themselves?

All of the case study children had a self-appraisal inventory (Appendix M) administered by the P.R.T. on a pre-post case study basis. These inventories were tabulated and difference score was computed. Each child's pre-post difference was then scrutinized and a percentage of those having significant changes was calculated.

The average change from the pre to post assessment was a rise from 31.7 to 35.89 in self concept (Appendix K). The percentage showing gains in self concept was 73% (Appendix K).

Objective 4

The evaluation question is:

1) Did 50% of the teachers sampled improve and increase their use of positive reinforcement?

This objective was not accomplished due to lack of cooperation from schools and lack of video tape equipment available.

## Conclusions and Recommendations

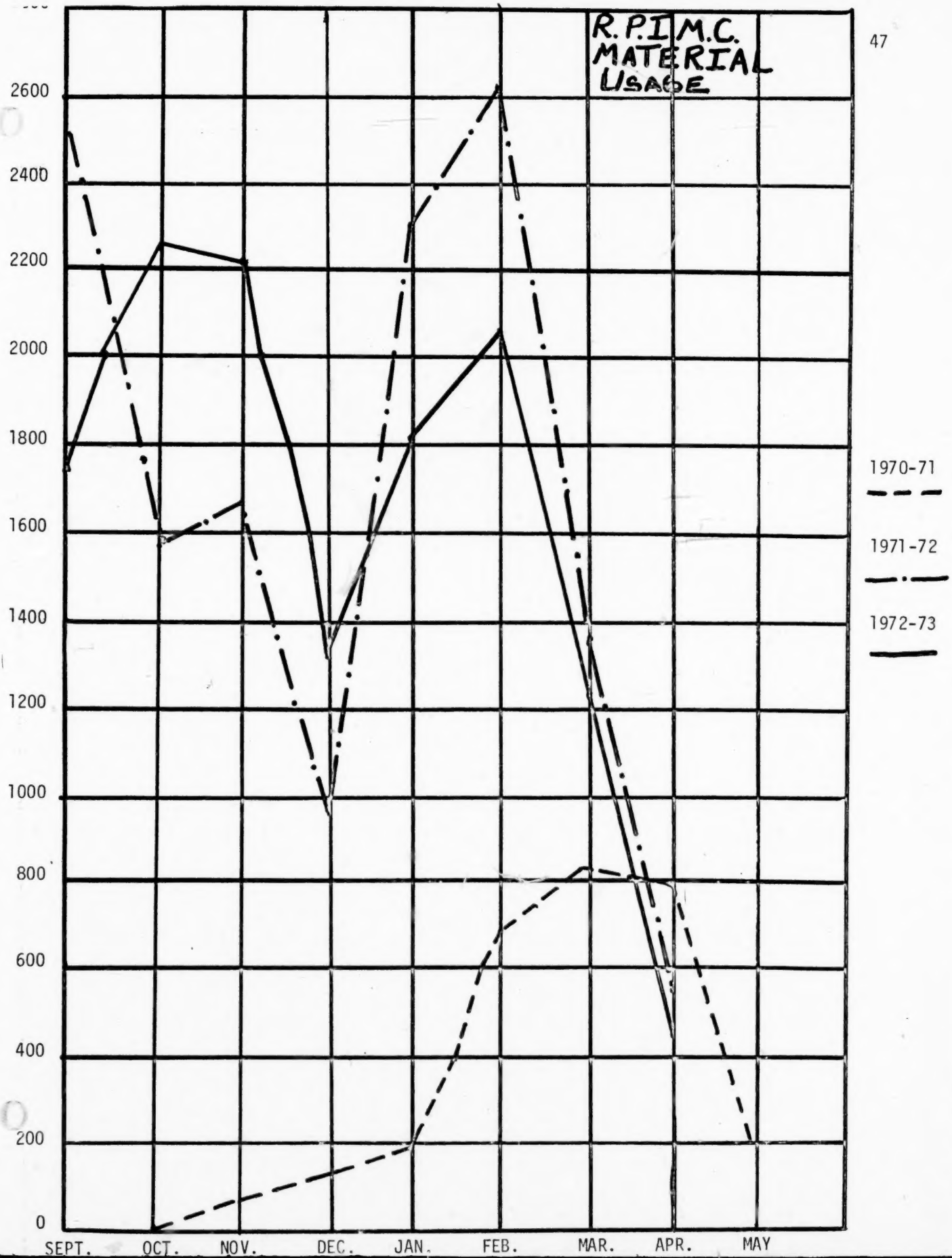
The "Instructional Materials Center" project was designed to set up a process by which children with learning disabilities would be aided both in the affective and cognitive domains. With this in mind, I feel that the project has been successful even though some of the objectives set up were not met. I feel the objectives not met were exploratory in the process domain and did not spell failure to the ultimate consumer (the child). The project has greatly aided the children involved in the project case load. It has also given teachers a broader perspective on materials available and their usage. Thus, the three years of the project will have a future impact if it died tomorrow.

The project is not folding due to the end of the project under Title III funding. The schools and Southwest-West Central Educational Research and Development Council (ERDC) are maintaining the project. Also, other people in ERDC are utilizing information gained from the project. It is these two facts which probably spell out the project's success even better than the formal evaluation.

This process could be used anywhere in multiple school settings where schools are willing to cooperate in the use of personnel and materials or in a very large school district. Some changes which might make it more effective would be having the prescriptive resource teacher (P.R.T.) in the schools at least bi-weekly and more often in large schools, and insure the P.R.T. a contact person in each school who has functioning with the P.R.T. as part of their formal duties and free time to do so.

# APPENDIX A

## MATERIAL USAGE CHARTS
## and
## SAMPLE LISTING OF MATERIAL USAGE


R.P.I M.C.
MATERIAL
USAGE
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
0
SEPT.
OCT.
NOV.
DEC.
JAN.
FEB.
MAR.
APR.
MAY
1970-71
1971-72
1972-73

1972

OVERALL



| SUBJECT AREA | MATERIAL AVAILABLE | USAGE OF MATERIAL | PERCENTAGE OF USAGE |
|---|---|---|---|
| Classroom Resources | 576 | 138 | 24 |
| English Grammar and Composition | 143 | 26 | 18 |
| Guidance | 183 | 41 | 22 |
| Handwriting | 112 | 27 | 24 |
| Health | 219 | 15 | 7 |
| High Interest, Low Vocabulary | 1,664 | 800 | 48 |
| Language Arts, Correlated Reading | 307 | 3 | 1 |
| Literature | 388 | 88 | 23 |
| Mathematics | 932 | 351 | 38 |
| Music | 33 | 15 | 45 |
| Programmed Mathematics | 91 | 30 | 33 |
| Perceptual Motor Development | 311 | 170 | 55 |
| Programmed Reading | 599 | 50 | 8 |
| Reading: Basal | 2,785 | 233 | 8 |
| Reading: Linguistics | 478 | 51 | 11 |
| Reading: Phonics | 837 | 328 | 39 |
| Reading: Readiness | 541 | 266 | 49 |
| Science | 235 | 86 | 37 |
| Speech and Language Development | 112 | 50 | 45 |
| Spelling | 461 | 82 | 18 |
| Study Skills | 1,770 | 501 | 28 |
| Social Studies | 588 | 105 | 18 |
| Vocabulary Development & Word Analysis | 248 | 75 | 30 |
| Physical Education | 36 | 13 | 36 |
| Teaching Machines | 245 | 74 | 30 |
| | 13,894 | 3,618 | 26 |

| SUBJECT AREA | MATERIAL AVAILABLE | USAGE OF MATERIAL | PERCENTAGE OF USAGE |
|---|---|---|---|
| Classroom Resources | 563 | 135 | 24 |
| English Grammar and Composition | 143 | 26 | 18 |
| Guidance | 177 | 35 | 20 |
| Handwriting | 81 | 12 | 15 |
| Health | 216 | 14 | 6 |
| High Interest, Low Vocabulary | 1,597 | 760 | 48 |
| Language Arts, Correlated Reading | 298 | 1 | 0 |
| Literature | 330 | 65 | 20 |
| Mathematics | 558 | 132 | 24 |
| Music | 15 | 0 | 0 |
| Programmed Mathematics | 91 | 30 | 33 |
| Perceptual Motor Development | 102 | 40 | 39 |
| Programmed Reading | 595 | 50 | 9 |
| Reading: Basal | 2,761 | 220 | 8 |
| Reading: Linguistics | 478 | 51 | 11 |
| Reading: Phonics | 488 | 90 | 18 |
| Reading: Readiness | 219 | 74 | 34 |
| Science | 203 | 65 | 32 |
| Speech and Language Development | 80 | 33 | 41 |
| Spelling | 361 | 48 | 13 |
| Study Skills | 1,420 | 316 | 22 |
| Social Studies | 538 | 83 | 15 |
| Vocabulary Development & Word Analysis | 222 | 75 | 34 |
| Physical Education | | 0 | |
| Teaching Machines | 147 | 61 | 41 |
| | 11,683 | 2,416 | 21 |

| SUBJECT AREA | MATERIAL AVAILABLE | USAGE OF MATERIAL | PERCENTAGE OF USAGE |
|---|---|---|---|
| Classroom Resources | 9 | 1 | 11.1 |
| English Grammar and Composition | | 0 | |
| Guidance | 5 | 5 | 100.0 |
| Handwriting | 30 | 14 | 46.6 |
| Health | | 0 | |
| High Interest, Low Vocabulary | 67 | 40 | 59.7 |
| Language Arts, Correlated Reading | 9 | 2 | 22.2 |
| Literature | 38 | 21 | 55.3 |
| Mathematics | 363 | 212 | 58.1 |
| Music | 1 | 1 | 100.0 |
| Programmed Mathematics | | 0 | |
| Perceptual Motor Development | 204 | 129 | 63.2 |
| Programmed Reading | 4 | - | - |
| Reading: Basal | 24 | 13 | 54.2 |
| Reading: Linguistics | | 0 | |
| Reading: Phonics | 313 | 222 | 70.9 |
| Reading: Readiness | 281 | 175 | 62.2 |
| Science | 16 | 8 | 50.0 |
| Speech and Language Development | 28 | 15 | 53.6 |
| Spelling | 100 | 34 | 34.0 |
| Study Skills | 338 | 180 | 53.3 |
| Social Studies | 39 | 19 | 48.7 |
| Vocabulary Development & Word Analysis | 25 | - | - |
| Physical Education | | 0 | |
| Teaching Machines | | 0 | |
| | 1,894 | 1,091 | 57.6 |

TAPES, RECORDS, STUDY PRINTS,
FILMSTRIPS, AND TEACHING MACHINES



| SUBJECT AREA | MATERIAL AVAILABLE | USAGE OF MATERIAL | PERCENTAGE OF USAGE |
|---|---|---|---|
| Classroom Resources | 4 | 2 | 50.0 |
| English Grammar and Composition | | 0 | |
| Guidance | 1 | 1 | |
| Handwriting | 1 | 1 | 100.0 |
| Health | 3 | 1 | 33.3 |
| High Interest, Low Vocabulary | | 0 | |
| Language Arts, Correlated Reading | | 0 | |
| Literature | 20 | 2 | 10.0 |
| Mathematics | 11 | 7 | 63.6 |
| Music | 17 | 14 | 82.3 |
| Programmed Mathematics | | 0 | |
| Perceptual Motor Development | 5 | 1 | 20.0 |
| Programmed Reading | | 0 | |
| Reading: Basal | | 0 | |
| Reading: Linguistics | | 0 | |
| Reading: Phonics | 36 | 16 | 44.4 |
| Reading: Readiness | 41 | 17 | 41.5 |
| Science | 16 | 13 | 81.2 |
| Speech and Language Development | 4 | 2 | 50.0 |
| Spelling | | 0 | |
| Study Skills | 12 | 5 | 41.7 |
| Social Studies | 11 | 3 | 27.3 |
| Vocabulary Development & Word Analysis | 1 | - | - |
| Physical Education | 36 | 13 | 36.1 |
| Teaching Machines | 98 | 13 | 13.3 |
| | 317 | 111 | 35.0 |

1973
OVERALL



| SUBJECT AREA | MATERIAL AVAILABLE | USAGE OF MATERIAL | PERCENTAGE OF USAGE |
|---|---|---|---|
| Classroom Resources | 639 | 177 | 28 |
| English Grammar and Composition | 143 | 26 | 18 |
| Guidance | 203 | 50 | 25 |
| Handwriting | 130 | 31 | 24 |
| Health | 220 | 17 | 7 |
| High Interest, Low Vocabulary | 1,689 | 820 | 47 |
| Language Arts, Correlated Reading | 314 | 7 | 2 |
| Literature | 402 | 88 | 22 |
| Mathematics | 1,086 | 435 | 40 |
| Music | 39 | 14 | 36 |
| Programmed Mathematics | 91 | 30 | 33 |
| Perceptual Motor Development | 396 | 280 | 71 |
| Programmed Reading | 599 | 50 | 8 |
| Reading: Basal | 2,789 | 225 | 8 |
| Reading: Linguistics | 418 | 51 | 12 |
| Reading: Phonics | 927 | 394 | 43 |
| Reading: Readiness | 645 | 277 | 43 |
| Science | 252 | 93 | 37 |
| Speech and Language Development | 167 | 105 | 63 |
| Spelling | 464 | 79 | 17 |
| Study Skills | 1,894 | 531 | 28 |
| Social Studies | 633 | 105 | 17 |
| Vocabulary Development & Word Analysis | 268 | 99 | 37 |
| Physical Education | 38 | 11 | 29 |
| Teaching Machines | 147 | 61 | 41 |
| | 14,593 | 4,056 | 28 |

1973

BOOKS



| SUBJECT AREA | MATERIAL AVAILABLE | USAGE OF MATERIAL | PERCENTAGE OF USAGE |
|---|---|---|---|
| Classroom Resources | 412 | 55 | 13.3 |
| English Grammar and Composition | 43 | 2 | 4.6 |
| Guidance | 124 | 30 | 24.1 |
| Handwriting | 66 | 11 | 16.6 |
| Health | 168 | 10 | 5.9 |
| High Interest, Low Vocabulary | 1,434 | 691 | 48.2 |
| Language Arts, Correlated Reading | 278 | 10 | 3.6 |
| Literature | 233 | 97 | 41.6 |
| Mathematics | 407 | 110 | 27.2 |
| Music | 11 | 7 | 63.6 |
| Programmed Mathematics | 89 | 40 | 44.9 |
| Perceptual Motor Development | 57 | 24 | 42.1 |
| Programmed Reading | 491 | 42 | 8.5 |
| Reading: Basal | 2,494 | 159 | 6.4 |
| Reading: Linguistics | 402 | 91 | 22.6 |
| Reading: Phonics | 356 | 195 | 54.5 |
| Reading: Readiness | 179 | 67 | 37.4 |
| Science | 103 | 52 | 50.5 |
| Speech and Language Development | 33 | 2 | 6.1 |
| Spelling | 348 | 49 | 14.1 |
| Study Skills | 1,301 | 452 | 34.7 |
| Social Studies | 361 | 150 | 41.6 |
| Vocabulary Development & Word Analysis | 199 | 122 | 61.3 |
| Physical Education | | 0 | |
| Teaching Machines | | 0 | |
| | 9,589 | 2,468 | 25.7 |

1973
KITS



| SUBJECT AREA | MATERIAL AVAILABLE | USAGE OF MATERIAL | PERCENTAGE OF USAGE |
|---|---|---|---|
| Classroom Resources | 72 | 42 | 58 |
| English Grammar and Composition | | 0 | |
| Guidance | 17 | 8 | 47 |
| Handwriting | 44 | 17 | 39 |
| Health | 1 | 1 | 100 |
| High Interest, Low Vocabulary | 92 | 60 | 65 |
| Language Arts, Correlated Reading | 16 | 6 | 38 |
| Literature | 52 | 18 | 35 |
| Mathematics | 511 | 290 | 57 |
| Music | 4 | 2 | 50 |
| Programmed Mathematics | | 0 | |
| Perceptual Motor Development | 282 | 230 | 82 |
| Programmed Reading | 4 | 0 | |
| Reading: Basal | 28 | 5 | 18 |
| Reading: Linguistics | | 0 | |
| Reading: Phonics | 386 | 272 | 70 |
| Reading: Readiness | 352 | 159 | 45 |
| Science | 30 | 16 | 53 |
| Speech and Language Development | 67 | 55 | 82 |
| Spelling | 103 | 31 | 10 |
| Study Skills | 456 | 205 | 45 |
| Social Studies | 53 | 8 | 15 |
| Vocabulary Development & Word Analysis | 44 | 22 | 50 |
| Physical Education | 1 | 1 | 100 |
| Teaching Machines | | 0 | |
| | 2,615 | 1,448 | 55 |

1973
MISCELLANEOUS



| SUBJECT AREA | MATERIAL AVAILABLE | USAGE OF MATERIAL | PERCENTAGE OF USAGE |
|---|---|---|---|
| Classroom Resources | 4 | 0 | |
| English Grammar and Composition | | 0 | |
| Guidance | 9 | 7 | 77 |
| Handwriting | 5 | 2 | 40 |
| Health | 3 | 2 | 66 |
| High Interest, Low Vocabulary | | 0 | |
| Language Arts, Correlated Reading | | 0 | |
| Literature | 20 | 5 | 25 |
| Mathematics | 17 | 13 | 76 |
| Music | 20 | 12 | 60 |
| Programmed Mathematics | | 0 | |
| Perceptual Motor Development | 12 | 10 | 83 |
| Programmed Reading | | 0 | |
| Reading: Basal | | 0 | |
| Reading: Linguistics | | 0 | |
| Reading: Phonics | 53 | 32 | 60 |
| Reading: Readiness | 74 | 44 | 59 |
| Science | 19 | 12 | 63 |
| Speech and Language Development | 20 | 17 | 85 |
| Spelling | | 0 | |
| Study Skills | 18 | 10 | 55 |
| Social Studies | 42 | 14 | 33 |
| Vocabulary Development & Word Analysis | 2 | 2 | 100 |
| Physical Education | 37 | 10 | 27 |
| Teaching Machines | | 0 | |
| | 355 | 192 | 54 |

# APPENDIX B

## MATERIAL RETURN CARD

## MATERIAL RETURN CARD QUESTIONNAIRE

1. Was this material ordered by yourself?

   YES - 135 NO - 130

2. Was this material prescribed by ERDC staff for a particular student?

   YES - 168 NO - 90

3. Total number of students using the material.

   Mean of 7.76

4. Was the material appropriate for the student?

   YES - 205 NO - 31

5. Would you recommend the purchase of this material for your school?

   YES - 167 NO - 51

# APPENDIX C

## P.R.T. INQUIRY QUESTIONNAIRE

# P.R.T. INQUIRY QUESTIONNAIRE

School_____ Name_____

ERDC is interested in modifying the Prescriptive Resource Teacher's role to meet the precise needs of your school. In order to improve the services we offer you, we need some feedback from individual schools. We would appreciate your completing this questionnaire considering the projected needs of the 1972-73 school year.

1. We would like the PRT to conduct workshops for all or most of our teachers.

0 25 50 75 100
(Percent of PRT's in-school time)

2. What are some of the topics which these workshops could cover which you would see as useful to your school?

3. We would like the PRT to informally in-service individuals or small groups of teachers.

0 25 50 75 100
(Percent of PRT's in-school time)

4. We would like the PRT to diagnose individual children's need and work with school staff in writing prescriptive educational programs for each child. This will involve meeting with the school personnel involved in the child's educational program, assessing needs, writing objectives and planning activities to meet those objectives.

0 25 50 75 100

5. Were you made aware of the role of the PRT in writing prior to this questionnaire? _____YES _____NO

Comments:

PRT INQUIRY QUESTIONNAIRE

(30 replies)

1. 2 - 5% or less
   1 - 10%
   10 - 25%

2. Comments on next page.

3. 7 - 10% - 20%
   10 - 25% - 30%
   7 - 50%
   1 - 75%

4. 4 - 25%
   11 - 50% - 60%
   12 - 75% - 80%
   1 - 100%

5. 27 - YES
   3 - NO

PRT INQUIRY QUESTIONNAIRE

COMMENTS

Topics: creative writing "listening skills"--The exceptional learner-gifted ordering materials behavior management, individualizing. Diagnoses of learning disabilities, individualized instructors new ideas in grouping, new materials and methods for teaching children with learning disabilities. SLD Identification and role of classroom teacher and SLD student.

What, when, where and how of the PRT for our classroom teachers.

The PRT person is to valuable, because of her limited time here to run in-service but I will give up 1 day of in-school for 1 day of office.

Topics of importance are: what she can do, when, where and how she can do it.

To community-school groups like Title I Right To Read, etc.

This is a very important item. There should be a memo to all school personnel involved telling the goals and role of the PRT.

Base of service-individual problems.

Behavior modification, discuss with teacher areas of weakest for students in the classroom. Severe learning difficulties, kids who can't apply phonics to reading, utilization of PRTs, upgrading of reading, identify the students who need the PRT, using materials and supplies prescribed by the PRT. I think it would be worthwhile if our faculty was informed as to just how the services of the PRT could be utilized. I believe our faculty does know, generally and I think our present PRT does a good job in making the service available. If possible work with students.

Individualizing reading program-human relationships requirement. Suggestion for gifted and talented--corelation of K-12 language arts.

She made a rough copy of job description the first day she was at our school. Present materials usable for slower children. Grading of the separate groups within a classroom.

# APPRENDIX D

## ERDC STAFF MEMBERS QUESTIONNAIRE

ERDC STAFF MEMBERS QUESTIONNAIRE

Center_____ Name_____

1. Have you been made aware of the role of the PRT?

27 YES 1 NO

Comments:

2. How will you and the PRT interact and utilize each others talents and time during the coming year?

NOT INCLUDED

# APPENDIX E

## ROLE DEFINITION

ERDC

Prescriptive Resource Teacher

Description of Services

The Prescriptive Resource Teacher will:

1. Diagnose learning difficulties and assist teacher in planning a program to remediate those difficulties.

2. Assist the teacher in developing informal academic diagnosis for use in the classroom.

3. Assist the teacher in developing new techniques for accommodating individual differences.

4. Assist the teacher in selecting and obtaining new material specific to the program of individual students.

5. Assist the teacher in restructuring specific student programs as the student progresses to meet his changing needs.

6. Coordinate her prescriptive cases with other personnel involved.

7. Work with teachers in developing a positive learning environment.

8. Conduct in-service activities and formal workshops.

# APPENDIX F

## P.R.T. EVALUATION QUESTIONNAIRE

PRT EVALUATION QUESTIONNAIRE

School_____ Name_____

1. Did your contact person receive in-service training which aided them in better performing their specified role as a contact person?
   17 YES 1 NO

   Comments:

2. Was the contact person in your school successful?
   15 YES 3 NO

   Comments:

3. Did the contact person provide effective coordination within your school with the PRT?
   15 YES 3 NO

   Comments:

4. Were you notified of at least two workshops held by ERDC personnel in your service area for all schools in the area?
   11 YES 7 NO

5. Did these workshops meet the needs of your school?
   13 YES 3 NO

   Comments:

6. Did your school staff and the PRT decide jointly which children would get the PRT's services?
   16 YES 1 NO

   Comments:

7. Did you opt to have the PRT conduct formal meetings for your teachers?
   16 YES  1 NO

8. How many formal in-service meetings were coordinated by the PRT in your school?
   1 meeting - 9 schools
   2 meetings - 4 schools
   3 meetings - 1 school
   10 meetings - 1 school

9. Did these in-services meet the needs of your school?
   15 YES  1 NO

Comments:

# APPENDIX G

## P.R.T. INTERVIEW

PRT INTERVIEW

1. How many in-service meetings have you had or are planned this year? (need list of workshops by school and topic)

   Included after next page.

2. How many schools do you service?

   37

3. How many of these schools have a contact person?

   28

4. How many of the contact people have you in-serviced?

   26

5. Did you find the mini-lessons of any value?

   All five PRTs said YES

6. Did the schools in conjunction with you make up priority lists of students to be worked by you? (need lists)

   28 (for lists See Appendix J)

7. Did you have adequate time to access each case load child?

1. Not adequate time in one large school with too few days.
2. Yes
3. Yes-majority of the schools - need minimum of 25 days in large schools
   - need minimum of 10 days in small schools
   (one class per grade)
4. Yes
5. No - need once or twice a week in a school to do this adequately.

8. Was each case load child monitored 18 days this school year?

26

9. Do you believe this aided the improvement of this child?

YES - 4

NO - 1

## WORKSHOP LIST

| TOWN | DATE | TOPIC |
|---|---|---|
| Jasper | 8/29/72 | Materials demonstration for Title I teachers. |
| | 2/16/73 | PRT role and materials |
| Adrian | January | Cuisinare rods demonstration |
| | 9/14/72 | Materials demonstrations |
| Balaton | 2/23/73 | Talked to Title I mothers |
| | 1/23/73 | PRT role and materials |
| | 5/23/73 | Materials for summer school |
| Beaver Creek | 1/30/73 | PRT role and materials |
| Magnolia | January | Grouping for reading |
| | 2/7/73 | PRT role and materials |
| Marshall | 10/17/72 | PRT role and materials |
| | 9/19/72 | Materials demonstrations |
| Milroy | February | Behavior modification |
| Minneota | 5/17/73 | Planning individualized programs for LD and slow learner-7th graders |
| | 12/6/72 | Materials demonstrations |
| Okabena | 1/19/73 | PRT role and materials |
| | 4/27/73 | Perceptual motor |
| Ruthton | 10/24/72 | PRT role and materials |
| Pipestone | 9/27/72 | Materials demonstrations |
| | 10/26/72 | Materials demonstrations |
| | 2/27/73 | Materials demonstrations |
| Flandreau | 9/27/72 | Materials demonstrations |
| Lake Wilson & Chandler | 10/3/72 | Materials demonstrations |

Workshop List

| TOWN | DATE | TOPIC |
|---|---|---|
| Lakefield | March | PRT role<br>Individualizing within the classroom |
| Heron Lake | | Exceptional Learner (gifted) |
| Morgan | 10/25/72 | Ordering materials & reading record systems for students 1-6 |
| Springfield | 12/13/72 | Learning techniques for slow learner |
| Fulda | 11/3/72<br>9/21/72<br>10/4/72<br>1/18/73 | Giving directions<br>PRT role<br>Parent Workshop on preschool learning stimulation<br>Positive methods of controlling children in classroom |
| Worthington | 11/29/72<br>11/28/72<br>4/7/73 | Following directions<br>Perceptual motor (w/ Jo Gascoigne)<br>Special education meeting |
| Round Lake | 2/5/73 | Creative writing<br>Listening skills |
| Rushmore | 5/29/73 | Teacher-made materials |
| Comfrey | 9/26/72 | Materials demonstrations |
| Wabasso | 3/20/73 | Materials demonstrations |
| Dawson | 11/1/72<br>11/27/72 | Intro. to learning disabilities & material talk<br>Case study or two pupils |
| Hendricks | 10/26/72<br>February | Intro. to learning disabilities<br>Curriculum modification |
| Belgrade | | Meetings on math & reading approaches (1/month) |
| Sacred Heart | 2/21/73 | definition of SLD |

Workshop List



| TOWN | DATE | TOPIC |
|---|---|---|
| Melrose | 1/19/73 | The discouraged child in the classroom |
| Eden Valley | 1/22/73 | Individualizing instructions |
| Albany | 12/5/72<br>12/6/72 | Individualizing instruction & once a month meetings w/ tuitors on behavior modification |
| Brooten | 1/29/73<br>2/26/73 | Math & reading materials & materials demonstration |
| Buffalo Lake | 11/28/72 | Definition of learning disabilities |
| Clarkfield | | Behavioral management techniques |
| Prinsburg | 9/28/72 | Materials demonstrations |
| Evansville | 11/6/72 | Materials demonstrations |
| Wheaton | 11/21/72 | Materials demonstrations |
| Milan | 12/18/72 | Materials demonstrations |
| Willmar | 1/26/73 | Materials demonstrations |
| Benson | 2/20/73 | Materials demonstrations |
| Alberta | 3/22/73 | Materials demonstrations |
| Canby | 10/14/72<br>10/28/72<br>1/22/73<br>2/12/73<br>2/26/73<br>3/22/73<br>3/23/73<br>4/27/73<br>4/28/73 | Inservice<br>Inservice<br>Perceptual Motor Training<br>Perceptual Motor Training<br>Perceptual Motor Training<br>Human Rel. for Teachers & Interpretation of diagnostic reading tests<br>Utilization of diagnostic reading tests<br>Modeling consultant demonstrations in classroom |

Workshop List

| TOWN | DATE | TOPIC |
|---|---|---|
| Canby | 12/15/72 | Classroom Climate & Teacher Sensitivity |
| | 1/10/73 | " " " " " |
| | 1/17/73 | " " " " " |
| | 1/24/73 | " " " " " |
| | 1/29/73 | " " " " " |
| | 1/31/73 | " " " " " |
| | 3/15/73 | Prescriptive teaching & materials demonstration |
| | 12/15/72 | Learning Centers - math activities & games |

# APPENDIX H

## CONTACT PERSON QUESTIONNAIRE

CONTACT PERSON QUESTIONNAIRE

School_____ Name_____

Child_____

1. Did you understand your role as a contact person for the PRT?
   23 YES 1 NO

   Comments:

2. Do you believe you had time to adequately fulfill this role?
   18 YES 5 NO

   Comments:

3. Did you like being a contact person?
   23 YES 1 NO

   Comments:

4. Did you receive adequate in-service from the PRT to perform your role as a contact person?
   24 YES 0 NO

   Comments:

5. Were you satisfied with the results of your efforts in terms of helping children?
   23 YES 1 NO

   Comments:

6. Were you involved in the child's final evaluation and the write up of such?
   19 YES 5 NO

   Comments:

# APPENDIX I

## MINI LESSONS

Mini Lesson

This is a list of essential vocabulary that could be taught to non-readers in high school or junior high. It is a list of words a person would need to know in order to drive. It also involves many safety terms, directions for administering medicine, shopping, and common signs. All of the terms would not be necessary to learn and many include some of the same vocabulary. However, most of the phrases or words really would be essential to know in everyday life and can be taught as sight words. This vocabulary list can be an aid in language development, improving comprehension and even employed as an art activity by making posters to accompany the signs. Not only would it be important for non-readers to learn these but also any student reading at a very low reading level.

Barbara Halvorson
Prescriptive Resource Teacher

BH:lmw

# ESSENTIAL VOCABULARY

ADULTS ONLY
ANTIDOTE

BEWARE
BEWARE OF DOG
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONDEMNED

DEEP WATER
DENTIST
DON"T WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DOCTOR (DR.)
DOWN DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEE ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALL OUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP

HIGH VOLTAGE

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT
LADIES
LOST
LIVE WIRES

MEN

NEXT (WINDOW)
(GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE
NOXIOUS
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)

TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR

VIOLATORS WILL BE PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEYS

BEWARE OF CROSS WIND
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND

DRIVE SLOW

EMERGENCY
VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN
RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW

HOSPITAL ZONE

INSPECTION STATION

JUNCTION 101A

KEEP TO THE LEFT
(RIGHT)

LANE ENDS
LAST CHANCE
FOR GAS
LEFT LANE MUST
TURN LEFT
LEFT TURN ON
THIS SIGNAL ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOKOUT FOR THE
CARS (TRUCKS)
LISTEN

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT
(RIGHT)
MERGING TRAFFIC
MILITARY
RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN

NO RIGHT TURN
ON RED LIGHT
NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH
STREET

ONE WAY -
DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PED XING
PLAYGROUND
PROCEED AT YOUR
OWN RISK
PRIVATE ROAD
PUT ON CHAIRS

R.R.
RAILROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST
TURN RIGHT
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET
(FROSTY)
SLOW DOWN
SLOWER TRAFFIC
KEEP RIGHT
SPEED CHECKED
BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR
PEDESTRAINS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY
TURN LEFT
THIS ROAD PATROLLED
BY AIRCRAFT
THREE WAY LIGHT
TURN OFF ½ MILE
(¼ MILE)
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WATCH FOR LOW
FLYING AIRCRAFT
WINDING ROAD

YIELD
YIELD RIGHT OF WAY

# HELP YOUR CHILD BECOME READY FOR SCHOOL!

A. Make sure your child's physical needs are met with a medical check-up, an eye and ear examination, a balanced diet, and adequate sleep.

B. Give your child adequate language experiences-Activities

- Talk with him and let him express himself
- Use complete sentences for your child to imitate
- Read a wide variety of stories to your child. Ask him simple questions. Make the experience enjoyable!
- Read rhymes and poems to your child

C. Give your child a wide background of experiences. Through different activities children learn to explore the world around them.

D. Large Muscle Coordination (Gross Motor)-Activities

- Ball throwing and catching
- Playing with dolls
- Rhythm games
- Stopping and starting on signal
- Calling attention to right or left
- Standing on one foot
- Hopping, skipping, walking, running forward and backward
- Walking around geometric figures made with chalk
- Making figures in the air

E. Small Muscle Coordination (Fine Motor)-Activities

- Bead stringing
- Buttoning, zipping, shoe lacing
- Cutting
- Finger tracing
- Finger games
- Playing with manipulative toys
- Pasting pictures in place
- Putting together puzzles
- Pouring sand from one container to another
- Putting various objects in a box (soft, hard, round, long, thin, rough, smooth) and letting the child pick one out by only feeling

F. Eye-Muscle Coordination (Visual Motor)-Activities

- Make a cardboard doll with moveable joints using paper clips. Have your child move his as you move yours.
- Have the child imitate movements you make
- Have the child trace large objects
- Use dot-to-dot activities
- Have the child scribble and/or color

G. Arithmetic Concepts-Activities

Matching (such as one block to one block)
Associate "four" with four objects, etc.
Find two of something similar
Find a square and triangle
Use the terms longer and shorter
Use the terms larger and smaller
Count out four blocks

H. Have your child follow directions. Start with a simple direction and proceed to more complex tasks. (Take off your hat. Take off your hat and hang it up.)

I. Develop auditory discrimination and memory-Activities

Imitate clapping patterns
Play rhyming games
Develop rhymes
Make a sound and have your child imitate
Read a story and have your child retell the story
Talk about the events of the day
Play memory games (Say "3,5,7," repeat this)
Repeat a story

J. Work to help your child develop an adequate attention span

Compliment your child if he completes a task for you
Ask questions about what you have read or seen
Ask questions about a television program you have seen

## The Spache Readability Formula For Primary-Grade Material

This formula was developed by Dr. George Spache of the Reading Laboratory and Clinic of the University of Florida. This formula was developed for measuring the reading difficulty of primary grade materials.

The formula is based upon two easily obtained elements of the reading materials:

1. The average length of the sentences.
2. The percentage of "hard words"; that is, words which are not given in The Dale List of 769 Easy Words.

### I. Use of the Formula

1. Count off about 100 words in the first few pages of the book. (Begin count at the beginning of a sentence and end with the last word of the sentence in which the 100th word occurs.)

2. Count the number of sentences in the entire samples.

3. Determine the average sentence length by dividing the number of words by the number of sentences.

4. Determine how many words in the selection are not on the Dale List of 769 Easy Words.

5. Determine the percent of words not on the Dale List by dividing the Total number of words in the selection into the number of words not on the Dale List.

6. If time allows, take three of these samples. One should be from the "first few pages", one from the "middle", and one from the "rear" of the book.

## II. Procedures for Determing Hard Word and Average Sentence Length

In determining the percent of hard words, Spache suggests the following rules:

1. Count all letters as familiar, i.e. A, B, C
2. Count regular verb forms (ing, ed, es,) as familiar. Irregular verb forms are counted as unfamiliar.
3. Count plurals and possessive endings of nouns as familiar.
4. Count adjectival or adverbial endings (ly, er, est) as familiar.
5. Count first names as familiar.
6. Count an unfamiliar word only once even though it appears again or with variable endings later in sample.
7. Count family names or family relationship words (aunt, uncle) as unfamiliar except where name is a noun on the Dale List.

In determining the average sentence length, Spache suggest the following rules:

1. Begin counting at the beginning of a sentence and end with the last word of the sentence in which the 100th word occurs. This means that usually the samples will exceed 100 words. The actual number of words is utilized in computing average sentence length.

2. Count a group of words, consisting of a repetition of a single word as "oh, oh, oh; look, look, look"; as a single sentence regardless of punctuation.

## III. Assigning Grade Levels to Books for Classroom Use

| | | |
|---|---|---|
| 1. | preprimer | - 1.2 |
| 2. | primer | - 1.5 |
| 3. | First reader | - 1.8 |
| 4. | second reader | - 2.0 - 2.9 |
| 5. | third reader | - 3.0 - 3.9 |

# CLARENCE R. STONE'S REVISION OF THE

# DALE LIST OF 769 EASY WORDS

## For Use With Spache Readability Formula For Primary Grade Reading Materials

| | | | | | | |
|---|---|---|---|---|---|---|
| a | bath | building | corner | everything | garden | hill |
| about | be | bump | could | eye | gate | him |
| across | bear | bunny | count | | gave | himself |
| afraid | beautiful | bus | country | face | get | his |
| after | became | busy | cover | fall | girl | hit |
| afternoon | because | but | cow | family | give | hold |
| again | bed | butter | cried | far | glad | hole |
| air | bedroom | buy | cross | farm | go | home |
| airplane | bee | buzz | crumb | farmer | goat | honey |
| all | been | by | cry | fast | God | hop |
| almost | before | | cup | fat | going | horn |
| alone | began | cabbage | cut | father | gold | horse |
| along | begin | cage | | feather | gone | hot |
| already | behind | cake | dance | feed | good | house |
| also | being | calf | dark | feel | good-by | how |
| always | believe | call | day | feet | got | hungry |
| am | bell | came | dear | fell | grandfather | hunt |
| an | belong | can | deep | felt | grandmother | hurry |
| and | beside | candy | deer | fence | grass | hurt |
| animal | best | cap | did | few | gray | |
| another | better | car | dig | field | great | I |
| answer | between | careful | dinner | fill | green | ice |
| any | big | carry | dish | find | grew | if |
| anyone | bigger | cat | do | fine | ground | I'll |
| anything | bill | catch | does | finish | grow | in |
| apple | bird | caught | dog | fire | guess | Indian |
| are | birthday | cent | doll | first | | inside |
| arm | bit | chair | done | fish | had | into |
| around | black | chick | don't | fit | hair | is |
| arrow | blew | chicken | door | five | hall | it |
| as | blow | child | down | flag | hand | its |
| ask | blue | children | draw | flew | happen | |
| asleep | board | circus | dress | floor | happy | jar |
| at | boat | city | drink | flower | hard | joke |
| ate | book | Christmas | drive | fly | has | jump |
| away | both | clap | dropped | follow | hat | just |
| automobile | bottom | clean | dry | food | have | |
| | box | climb | duck | foot | hay | keep |
| bee | bowl | close | | for | he | kept |
| baby | bow-wow | clothes | each | found | head | kill |
| back | box | clown | ear | four | hear | kind |
| bad | boy | cluck | early | fox | heard | kitchen |
| bag | branch | coat | east | fresh | heavy | kitten |
| bake | bread | cock | eat | friend | held | knew |
| baker | break | cock-a- | egg | frog | hello | knock |
| ball | breakfast | doodle-doo | else | from | help | know |
| balloon | bright | cold | elephant | front | hen | |
| band | bring | color | end | fruit | her | lady |
| bang | brother | come | engine | full | here | laid |
| bark | brought | coming | enough | fun | herself | lamb |
| barn | brown | cook | even | funny | hid | land |
| barnyard | bug | cooky | ever | | hide | large |
| basket | build | corn | every | game | high | last |

late
laugh
lay
learn
leaves
left
leg
let
let's
letter
lie
light
like
line
lion
listen
little
live
log
long
look
lost
lot
loud
love
lunch

made
mail
make
man
many
march
matter
may
me
meat
meet
men
meow
met
mew
mice
might
mile
milk
milkman
mill
minute
miss
Miss
money
monkey
moo
more
morning
most
mother
mouse
mouth

move
Mr.
Mrs.
much
mud
music
must
my

nail
name
near
neck
need
nest
never
new
next
nice
night
no
noise
north
nose
not
note
nothing
now
nut

of
off
often
oh
old
on
once
one
only
open
or
orange
other
our
out
outside
over
own

paint
pan
paper
park
part
party
pat
paw
pay
peanut
peep

pennies
people
pet
pick
picnic
picture
pie
piece
pig
pink
place
plan
plant
play
please
pocket
point
policeman
pond
pony
pop
poor
post
present
press
pretty
puff
pull
push
put
puppy

quick
quiet
quite

rabbit
race
rain
rake
ran
read
ready
real
red
rest
ride
right
ring
river
road
roar
robin
rock
rode
roll
roof
room
rooster
root

rope
round
row
rub
run

said
same
sand
sang
sat
save
saw
say
school
sea
seat
see
seed
seen
sell
send
sent
set
seven
shake
shall
she
shell
sheep
shine
shoe
shop
short
should
show
shut
sick
side
sign
sing
sister
sit
six
skate
skin
skip
sky
sled
sleep
sleepy
slide
slow
small
smell
smile
smoke
sniff
snow

so
soft
sold
some
something
sometime
song
soon
sound
soup
splash
spot
spring
squirrel
stand
star
start
station
stay
step
stick
still
stone
stood
stop
store
story
straight
street
string
strong
such
suit
summer
sun
sunshine
supper
sure
surprise
swan
sweet
swim
swing

table
tail
take
talk
tall
tap
teach
teacher
teeth
tell
ten
tent
than
thank
that
the

their
them
then
there
these
they
thin
thing
think
this
those
though
thought
three
threw
throw
ticket
tie
tiger
time
tired
to
today
toe
together
told
tomorrow
too
took
toy
town
toy
train
tree
trick
tried
trunk
try
turkey
turn
turtle
two

uncle
under
umbrella
until
up
upon
us
use

vegetable
very
visit
voice

wagon
wait
wake

walk
want
war
warm
was
wash
watch
water
wave
way
we
wear
was
weed
week
well
went
were
west
wet
what
wheat
wheel
when
where
which
while
white
who
why
wide
wild
will
win
wind
window
wing
winter
wish
with
without
woman
wonder
wood
woke
wolf
word
work
world
worm
would
write

yard
year
yellow
yes
you
your
zoo

Dale Score (% of Words Not in Dale 769 Word List)

## Table for Quick Computation of the Readability of a Selection as Measured by the Spache Readability Formula

Reading Laboratory and Clinic
University of Florida

Average Sentence Length

| | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 1.5 | 1.7 | 1.8 | 2.0 | 2.1 | 2.2 | 2.4 | 2.5 | 2.7 | 2.8 | 3.0 | 3.1 | 3.2 | 3.4 | 3.5 | 3.7 | 3.8 | 3.9 |
| 1 | 1.6 | 1.8 | 1.9 | 2.1 | 2.2 | 2.3 | 2.5 | 2.6 | 2.8 | 2.9 | 3.0 | 3.3 | 3.3 | 3.5 | 3.6 | 3.7 | 3.9 | |
| 2 | 1.7 | 1.9 | 2.0 | 2.1 | 2.3 | 2.4 | 2.6 | 2.7 | 2.8 | 3.0 | 3.1 | 3.3 | 3.4 | 3.5 | 3.7 | 3.8 | | |
| 3 | 1.8 | 1.9 | 2.1 | 2.2 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 3.1 | 3.2 | 3.4 | 3.5 | 3.6 | 3.8 | 3.9 | | |
| 4 | 1.9 | 2.0 | 2.2 | 2.3 | 2.5 | 2.6 | 2.7 | 2.9 | 3.0 | 3.2 | 3.3 | 3.4 | 3.6 | 3.7 | 3.9 | | | |
| 5 | 2.0 | 2.1 | 2.3 | 2.4 | 2.5 | 2.7 | 2.8 | 3.0 | 3.1 | 3.2 | 3.4 | 3.5 | 3.7 | 3.8 | 3.9 | | | |
| 6 | 2.1 | 2.2 | 2.3 | 2.5 | 2.6 | 2.8 | 2.9 | 3.0 | 3.2 | 3.3 | 3.5 | 3.6 | 3.8 | 3.9 | | | | |
| 7 | 2.2 | 2.3 | 2.4 | 2.6 | 2.7 | 2.9 | 3.0 | 3.1 | 3.3 | 3.4 | 3.6 | 3.7 | 3.8 | | | | | |
| 8 | 2.3 | 2.4 | 2.5 | 2.7 | 2.8 | 2.9 | 3.1 | 3.2 | 3.4 | 3.5 | 3.6 | 3.8 | 3.9 | | | | | |
| 9 | 2.4 | 2.5 | 2.6 | 2.7 | 2.9 | 3.0 | 3.2 | 3.3 | 3.4 | 3.6 | 3.7 | 3.9 | | | | | | |
| 10 | 2.5 | 2.5 | 2.7 | 2.8 | 3.0 | 3.1 | 3.3 | 3.4 | 3.5 | 3.7 | 3.8 | | | | | | | |
| 11 | 2.6 | 2.6 | 2.8 | 2.9 | 3.1 | 3.2 | 3.3 | 3.5 | 3.6 | 3.8 | 3.9 | | | | | | | |
| 12 | 2.7 | 2.7 | 2.7 | 3.0 | 3.1 | 3.3 | 3.4 | 3.6 | 3.7 | 3.8 | | | | | | | | |
| 13 | 2.7 | 2.8 | 2.9 | 3.1 | 3.2 | 3.4 | 3.5 | 3.6 | 3.9 | 3.8 | | | | | | | | |
| 14 | 2.8 | 2.9 | 3.0 | 3.2 | 3.3 | 3.5 | 3.6 | 3.7 | 3.9 | | | | | | | | | |
| 15 | 2.9 | 3.0 | 3.1 | 3.3 | 3.4 | 3.5 | 3.7 | 3.8 | | | | | | | | | | |
| 16 | 3.0 | 3.0 | 3.2 | 3.3 | 3.5 | 3.6 | 3.8 | 3.9 | | | | | | | | | | |
| 17 | 3.1 | 3.1 | 3.3 | 3.4 | 3.6 | 3.7 | 3.9 | | | | | | | | | | | |
| 18 | 3.2 | 3.2 | 3.4 | 3.5 | 3.7 | 3.8 | | | | | | | | | | | | |
| 19 | 3.3 | 3.3 | 3.5 | 3.6 | 3.7 | 3.9 | | | | | | | | | | | | |
| 20 | 3.4 | 3.4 | 3.5 | 3.7 | 3.8 | | | | | | | | | | | | | |
| 21 | 3.4 | 3.5 | 3.6 | 3.8 | 3.9 | | | | | | | | | | | | | |
| 22 | 3.5 | 3.6 | 3.7 | 3.9 | | | | | | | | | | | | | | |
| 23 | 3.6 | 3.7 | 3.8 | | | | | | | | | | | | | | | |
| 24 | 3.7 | 3.7 | 3.9 | | | | | | | | | | | | | | | |
| 25 | 3.8 | 3.8 | | | | | | | | | | | | | | | | |
| 26 | 3.9 | 3.9 | | | | | | | | | | | | | | | | |

This table eliminates the need for the arithmetic computations necessary in applying the weights in the formula. Having found the percent of words not in the Dale list, and the average sentence length, enter the table directly. The figure found at the intersection of the two facts will be the grade level of the selection.

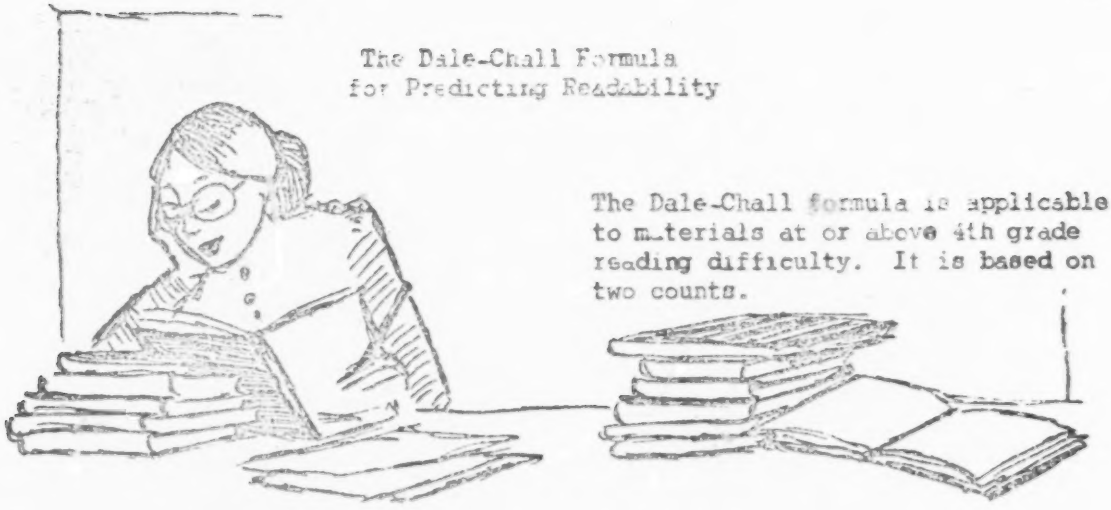
TABLE II--DIRECT GRADE EQUIVALENTS FOR THE DALE-CHALL FORMULS

| Y | Number of Sentences 1 | 1½ | 2 | 2½ | 3 | 3½ | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11-12 | 13-14 | 15-16 | 17-18 | 19-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 12.0 | 9.0 | 7.2 | 6.2 | 5.6 | 5.1 | *4.8 | *4.6 | *4.5 | *4.3 | *4.3 | *4.2 | *4.1 | *4.1 | *4.0 | *4.0 | *3.9 | *3.9 |
| 1 | 12.5 | 9.2 | 7.5 | 6.6 | 5.9 | 5.4 | *4.9 | *4.8 | *4.6 | *4.5 | *4.4 | *4.3 | *4.3 | *4.2 | *4.2 | *4.1 | *4.1 | *4.0 |
| 2 | 12.8 | 9.5 | 7.9 | 6.9 | 6.2 | 5.7 | 5.2 | *4.9 | *4.8 | *4.7 | *4.6 | *4.5 | *4.4 | *4.4 | *4.3 | *4.3 | *4.2 | *4.2 |
| 3 | C | 9.8 | 8.2 | 7.2 | 6.5 | 6.1 | 5.5 | 5.2 | *4.9 | *4.8 | *4.7 | *4.7 | *4.6 | *4.5 | *4.5 | *4.4 | *4.4 | *4.4 |
| 4 | .. | 10.1 | 8.5 | 7.5 | 6.8 | 6.4 | 5.8 | 5.5 | 5.2 | 5.0 | *4.9 | *4.8 | *4.8 | *4.7 | *4.6 | *4.6 | *4.5 | *4.5 |
| 5 | .. | 10.5 | 8.8 | 7.8 | 7.2 | 6.7 | 6.1 | 5.8 | 5.5 | 5.3 | 5.1 | 5.1 | *4.9 | *4.9 | *4.8 | *4.8 | *4.7 | *4.7 |
| 6 | .. | 10.8 | 9.1 | 8.1 | 7.5 | 7.0 | 6.4 | 6.1 | 5.8 | 5.6 | 5.4 | 5.3 | 5.2 | 5.1 | 5.0 | *4.9 | *4.9 | *4.8 |
| 7 | .. | 11.1 | 9.4 | 8.5 | 7.8 | 7.3 | 6.7 | 6.5 | 6.1 | 5.9 | 5.7 | 5.6 | 5.5 | 5.4 | 5.3 | 5.2 | 5.1 | 5.0 |
| 8 | .. | 11.4 | 9.8 | 8.8 | 8.1 | 7.6 | 7.1 | 6.8 | 6.5 | 6.2 | 6.0 | 5.9 | 5.8 | 5.7 | 5.6 | 5.5 | 5.4 | 5.3 |
| 9 | .. | 11.7 | 10.1 | 9.1 | 8.4 | 8.0 | 7.4 | 7.1 | 6.9 | 6.5 | 6.4 | 6.2 | 6.1 | 6.0 | 5.9 | 5.8 | 5.7 | 5.6 |
| 10 | .. | 12.1 | 10.4 | 9.4 | 8.7 | 8.3 | 7.7 | 7.4 | 7.1 | 6.8 | 6.7 | 6.5 | 6.4 | 6.3 | 6.2 | 6.1 | 6.0 | 5.9 |
| 11 | .. | 12.4 | 10.7 | 9.7 | 9.0 | 8.6 | 8.0 | 7.7 | 7.4 | 7.2 | 7.0 | 6.9 | 6.7 | 6.6 | 6.5 | 6.4 | 6.3 | 6.2 |
| 12 | .. | 12.7 | 11.0 | 10.0 | 9.4 | 8.9 | 8.3 | 8.0 | 7.7 | 7.5 | 7.3 | 7.2 | 7.1 | 6.9 | 6.8 | 6.7 | 6.6 | 6.6 |
| 13 | .. | C | 11.2 | 10.3 | 9.7 | 9.2 | 8.7 | 8.3 | 8.0 | 7.8 | 7.6 | 7.5 | 7.4 | 7.2 | 7.1 | 7.0 | 6.9 | 6.9 |
| 14 | .. | .. | 11.7 | 10.7 | 10.0 | 9.5 | 9.0 | 8.7 | 8.3 | 8.1 | 7.9 | 7.8 | 7.7 | 7.6 | 7.5 | 7.4 | 7.3 | 7.2 |
| 15 | .. | .. | 12.0 | 11.0 | 10.3 | 9.8 | 9.3 | 9.0 | 8.7 | 8.4 | 8.2 | 8.1 | 8.0 | 7.9 | 7.8 | 7.7 | 7.6 | 7.5 |
| 16 | .. | .. | 12.4 | 11.3 | 10.6 | 10.2 | 9.6 | 9.3 | 9.0 | 8.8 | 8.6 | 8.4 | 8.3 | 8.2 | 8.1 | 8.0 | 7.9 | 7.8 |
| 17 | .. | .. | 12.9 | 11.6 | 10.9 | 10.5 | 9.9 | 9.6 | 9.3 | 9.1 | 8.9 | 8.7 | 8.6 | 8.5 | 8.4 | 8.3 | 8.2 | 8.1 |
| 18 | .. | .. | C | 11.9 | 11.3 | 10.8 | 10.3 | 9.9 | 9.6 | 9.4 | 9.2 | 9.1 | 9.0 | 8.8 | 8.7 | 8.6 | 8.5 | 8.5 |
| 19 | .. | .. | .. | 12.1 | 11.6 | 11.1 | 10.6 | 10.2 | 9.9 | 9.7 | 9.5 | 9.4 | 9.3 | 9.1 | 9.0 | 8.9 | 8.8 | 8.8 |
| 20 | .. | .. | .. | 12.5 | 11.9 | 11.4 | 10.9 | 10.6 | 10.2 | 10.0 | 9.8 | 9.7 | 9.6 | 9.5 | 9.4 | 9.3 | 9.2 | 9.1 |
| 21 | .. | .. | .. | 12.9 | 12.2 | 11.7 | 11.2 | 10.9 | 10.6 | 10.3 | 10.2 | 10.0 | 9.9 | 9.8 | 9.7 | 9.6 | 9.5 | 9.4 |
| 22 | .. | .. | .. | C | 12.5 | 12.1 | 11.5 | 11.2 | 10.9 | 10.6 | 10.4 | 10.3 | 10.2 | 10.1 | 10.0 | 9.9 | 9.8 | 9.7 |
| 23 | .. | .. | .. | .. | 12.8 | 12.4 | 11.8 | 11.5 | 11.2 | 11.0 | 10.8 | 10.6 | 10.5 | 10.4 | 10.3 | 10.2 | 10.1 | 10.0 |
| 24 | .. | .. | .. | .. | C | 12.7 | 12.1 | 11.8 | 11.5 | 11.3 | 11.1 | 11.0 | 10.8 | 10.7 | 10.6 | 10.5 | 10.4 | 10.3 |
| 25 | .. | .. | .. | .. | .. | C | 12.5 | 12.1 | 11.8 | 11.6 | 11.4 | 11.3 | 11.2 | 11.0 | 10.9 | 10.8 | 10.7 | 10.7 |
| 26 | .. | .. | .. | .. | .. | .. | 12.8 | 12.4 | 12.1 | 11.9 | 11.7 | 11.6 | 11.5 | 11.4 | 11.2 | 11.1 | 11.0 | 11.0 |
| 27 | .. | .. | .. | .. | .. | .. | C | 12.8 | 12.5 | 12.2 | 12.0 | 11.9 | 11.8 | 11.6 | 11.5 | 11.4 | 11.3 | 11.3 |
| 28 | .. | .. | .. | .. | .. | .. | .. | C | 12.8 | 12.5 | 12.3 | 12.2 | 12.1 | 12.0 | 11.9 | 11.9 | 11.7 | 11.6 |
| 29 | .. | .. | .. | .. | .. | .. | .. | .. | C | 12.9 | 12.7 | 12.5 | 12.4 | 12.3 | 12.2 | 12.1 | 12.0 | 11.9 |
| 30 | .. | .. | .. | .. | .. | .. | .. | .. | .. | C | C | 12.8 | 12.7 | 12.6 | 12.5 | 12.4 | 12.3 | 12.2 |
| 31 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | C | C | 12.9 | 12.8 | 12.7 | 12.6 | 12.5 |
| 32 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | C | C | C | 12.9 | 12.9 |
| 33 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | C | C |

*Fourth Grade and below

C College level

Y Number of words not on Dale list of 3000 familiar words



The Dale-Chall Formula
for Predicting Readability

The Dale-Chall formula is applicable to materials at or above 4th grade reading difficulty. It is based on two counts.

I. Use of Formula

A. Selecting Samples:

1. Take exactly 100 words
2. Never begin a sample in the middle of a sentence.

B. Count the Number of Words:

1. Count hyphenated words and contractions as one word.
2. Count numbers as words, e.g., 1956 is one word.
3. Count compound names of persons and places as one word.
4. Do not count initials which are part of a name as separate words.

C. Count the number of complete sentences. (Drop sentence fragment.)

D. Count the Number of Unfamiliar Words.

1. Words which do not appear on the Dale List of 3,000 words.
2. Underline all unfamiliar words even if they appear more than once.

II. Special Rules for Making the "Unfamiliar Word" Count

A. Common nouns

1. Consider familiar all regular plurals and possessives of words on the list. (s; 's, es, y to ies)
2. Count irregular plurals as unfamiliar (unless listed), e.g. if the irregular form appears on the list.
3. Count as unfamiliar a noun that is formed by adding er or r to a noun or verb appearing on the word list. (unless this "er" or "r" form is indicated on the list).

B. Proper Nouns:

1. All names of persons and places are considered familiar.
2. Names of organizations, laws, documents, book titles, etc., generally comprise several words.
   a. When determining the number of words in a sample, count all the words in such names.
   b. For the unfamiliar word count, when such names appear several times within a sample of 100 words, count it only twice.
3. Abbreviations:
   a. In counting number of words in a sample and unfamiliar words, an abbreviation is counted as one word, e.g., Y.M.C.A. is counted as one word.
   b. Nov. is familiar because the months are on the word list.
   c. An abbreviation which is used several times in a 100-word sample is counted as two unfamiliar words only.

C. Verbs:

1. Consider familiar the third-person, singular forms (s or ies from y), present-participle forms (ing), past participle forms (n), and past-tense forms (ed or ied from y), when these are added to verbs appearing on the list. The same rule applies when a consonant is doubled before adding ing or ed. (asks, asking, asked are familiar, although only the word ask appears on the list.)

D. Adjectives:

1. Comparatives and superlatives of adjectives appearing on the list are considered familiar. The same rule applies if the consonant is doubled before adding er or est. (longer, prettier, and bravest are familiar because long, pretty, and brave are on the list.)
2. Adjectives formed by adding n to a proper noun are familiar, e.g., American, Austrian.
3. Count as unfamiliar an adjective that is formed by adding y to a word that appears on the list, e.g., woolly is unfamiliar although wool is on the list.

E. Adverbs:

1. Consider adverbs familiar which are formed by adding ly to a word on the list. In most cases ly will be indicated following the word.
2. Count as unfamiliar words which add more than ly, like easily.

F. Hyphenated words:

1. Count hyphenated words as unfamiliar if either word in the compound does not appear on the word list.

G. Miscellaneous Special Cases:

1. Words formed by adding en to a word on the list are considered unfamiliar.
2. Count a word unfamiliar if two or more endings are adding to a word on the list.
3. Words on the list to which tion, ation, ment, and other suffixes not previously mentioned are added are considered unfamiliar.
4. Numbers. Numerals like 1949, 22, etc., are considered familiar.

TABLE II--DIRECT GRADE EQUIVALENTS FOR THE DALE-CHALL FORMULA

| Y | Number of Sentences 1 | 1½ | 2 | 2½ | 3 | 3½ | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11-12 | 13-14 | 15-16 | 17-18 | 19-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 14.0 | 9.0 | 7.2 | 6.3 | 5.9 | 5.1 | *4.3 | *4.6 | *4.5 | *4.3 | *4.3 | *4.2 | *4.1 | *4.1 | *4.0 | *4.0 | *3.9 | *3.9 |
| 1 | 12.5 | 9.2 | 7.5 | 6.6 | 5.9 | 5.4 | *4.9 | *4.8 | *4.6 | *4.5 | *4.4 | *4.3 | *4.3 | *4.2 | *4.2 | *4.1 | *4.1 | *4.0 |
| 2 | 12.8 | 9.5 | 7.9 | 6.9 | 6.2 | 5.7 | 5.2 | *4.9 | *4.8 | *4.7 | *4.6 | *4.5 | *4.4 | *4.4 | *4.3 | *4.3 | *4.2 | *4.2 |
| 3 | C | 9.8 | 8.4 | 7.2 | 6.5 | 6.1 | 5.5 | 5.2 | *4.9 | *4.8 | *4.7 | *4.7 | *4.6 | *4.5 | *4.5 | *4.4 | *4.4 | *4.4 |
| 4 | .. | 10.1 | 8.8 | 7.5 | 6.8 | 6.4 | 5.8 | 5.5 | 5.2 | 5.0 | *4.9 | *4.8 | *4.8 | *4.7 | *4.6 | *4.6 | *4.5 | *4.5 |
| 5 | .. | 10.5 | 8.8 | 7.8 | 7.2 | 6.7 | 6.1 | 5.8 | 5.5 | 5.3 | 5.1 | 5.1 | *4.9 | *4.9 | *4.8 | *4.8 | *4.7 | *4.7 |
| 6 | .. | 10.8 | 9.1 | 8.2 | 7.5 | 7.0 | 6.4 | 6.1 | 5.8 | 5.6 | 5.4 | 5.3 | 5.2 | 5.1 | 5.0 | *4.9 | *4.9 | *4.8 |
| 7 | .. | 11.1 | 9.4 | 8.5 | 7.8 | 7.3 | 6.7 | 6.5 | 6.1 | 5.9 | 5.7 | 5.6 | 5.5 | 5.4 | 5.3 | 5.2 | 5.1 | 5.0 |
| 8 | .. | 11.4 | 9.8 | 8.8 | 8.1 | 7.6 | 7.1 | 6.8 | 6.5 | 6.2 | 6.0 | 5.9 | 5.8 | 5.7 | 5.6 | 5.5 | 5.4 | 5.3 |
| 9 | .. | 11.7 | 10.1 | 9.1 | 8.4 | 8.0 | 7.4 | 7.1 | 6.8 | 6.5 | 6.4 | 6.2 | 6.1 | 6.0 | 5.9 | 5.8 | 5.7 | 5.6 |
| 10 | .. | 12.1 | 10.4 | 9.4 | 8.7 | 8.3 | 7.7 | 7.4 | 7.1 | 6.8 | 6.7 | 6.5 | 6.4 | 6.3 | 6.2 | 6.1 | 6.0 | 5.9 |
| 11 | .. | 12.4 | 10.7 | 9.7 | 9.0 | 8.6 | 8.0 | 7.7 | 7.4 | 7.2 | 7.0 | 6.9 | 6.7 | 6.6 | 6.5 | 6.4 | 6.3 | 6.2 |
| 12 | .. | 12.7 | 11.0 | 10.0 | 9.4 | 8.9 | 8.3 | 8.0 | 7.7 | 7.5 | 7.3 | 7.2 | 7.1 | 6.9 | 6.8 | 6.7 | 6.6 | 6.6 |
| 13 | .. | C | 11.2 | 10.3 | 9.7 | 9.2 | 8.7 | 8.3 | 8.0 | 7.8 | 7.6 | 7.5 | 7.4 | 7.2 | 7.1 | 7.0 | 6.9 | 6.9 |
| 14 | .. | .. | 11.7 | 10.7 | 10.0 | 9.5 | 9.0 | 8.7 | 8.3 | 8.1 | 7.9 | 7.8 | 7.7 | 7.5 | 7.5 | 7.4 | 7.3 | 7.2 |
| 15 | .. | .. | 12.0 | 11.0 | 10.3 | 9.8 | 9.3 | 9.0 | 8.7 | 8.4 | 8.2 | 8.1 | 8.0 | 7.9 | 7.8 | 7.7 | 7.6 | 7.5 |
| 16 | .. | .. | 12.4 | 11.3 | 10.6 | 10.2 | 9.6 | 9.3 | 9.0 | 8.8 | 8.6 | 8.4 | 8.3 | 8.2 | 8.1 | 8.0 | 7.9 | 7.8 |
| 17 | .. | .. | 12.9 | 11.6 | 10.9 | 10.5 | 9.9 | 9.6 | 9.3 | 9.1 | 8.9 | 8.7 | 8.6 | 8.5 | 8.4 | 8.3 | 8.2 | 8.1 |
| 18 | .. | .. | C | 11.9 | 11.3 | 10.8 | 10.3 | 9.9 | 9.6 | 9.4 | 9.2 | 9.1 | 9.0 | 8.8 | 8.7 | 8.6 | 8.5 | 8.5 |
| 19 | .. | .. | .. | 12.2 | 11.6 | 11.1 | 10.6 | 10.2 | 9.9 | 9.7 | 9.5 | 9.4 | 9.3 | 9.1 | 9.0 | 8.9 | 8.8 | 8.8 |
| 20 | .. | .. | .. | 12.5 | 11.9 | 11.4 | 10.9 | 10.6 | 10.2 | 10.0 | 9.8 | 9.7 | 9.6 | 9.4 | 9.4 | 9.3 | 9.2 | 9.1 |
| 21 | .. | .. | .. | 12.9 | 12.2 | 11.7 | 11.2 | 10.8 | 10.6 | 10.3 | 10.2 | 10.0 | 9.9 | 9.8 | 9.7 | 9.6 | 9.5 | 9.4 |
| 22 | .. | .. | .. | C | 12.5 | 12.1 | 11.6 | 11.2 | 10.9 | 10.6 | 10.4 | 10.3 | 10.2 | 10.1 | 10.0 | 9.9 | 9.8 | 9.7 |
| 23 | .. | .. | .. | .. | 12.8 | 12.4 | 11.8 | 11.5 | 11.2 | 11.0 | 10.8 | 10.6 | 10.5 | 10.4 | 10.3 | 10.2 | 10.1 | 10.0 |
| 24 | .. | .. | .. | .. | C | 12.7 | 12.1 | 11.8 | 11.5 | 11.3 | 11.1 | 11.0 | 10.8 | 10.7 | 10.6 | 10.5 | 10.4 | 10.3 |
| 25 | .. | .. | .. | .. | .. | C | 12.5 | 12.1 | 11.8 | 11.6 | 11.4 | 11.3 | 11.2 | 11.0 | 10.9 | 10.8 | 10.7 | 10.7 |
| 26 | .. | .. | .. | .. | .. | .. | 12.8 | 12.5 | 12.1 | 11.9 | 11.7 | 11.6 | 11.5 | 11.4 | 11.2 | 11.1 | 11.0 | 11.0 |
| 27 | .. | .. | .. | .. | .. | .. | C | 12.8 | 12.5 | 12.2 | 12.0 | 11.9 | 11.8 | 11.6 | 11.5 | 11.4 | 11.3 | 11.3 |
| 28 | .. | .. | .. | .. | .. | .. | .. | C | 12.8 | 12.5 | 12.3 | 12.2 | 12.1 | 12.0 | 11.9 | 11.8 | 11.7 | 11.6 |
| 29 | .. | .. | .. | .. | .. | .. | .. | .. | C | 12.9 | 12.7 | 12.5 | 12.4 | 12.3 | 12.2 | 12.1 | 12.0 | 11.9 |
| 30 | .. | .. | .. | .. | .. | .. | .. | .. | .. | C | C | 12.8 | 12.7 | 12.6 | 12.5 | 12.4 | 12.3 | 12.2 |
| 31 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | C | C | 12.9 | 12.8 | 12.7 | 12.6 | 12.5 |
| 32 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | C | C | C | 12.9 | 12.9 |
| 33 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | C | C |

*Fourth Grade and below
C College level
Y Number of words not on Dale list of 3000 familiar words

A
able
aboard
about
above
absent
accept
accident
account
ache(ing)
acorn
acre
across
act(s)
add
address
admire
adventure
afar
afraid
after
afternoon
afterward(s)
again
against
age
aged
ago
agree
ah
ahead
aid
aim
air
airfield
airplane
airport
airship
airy
alarm
alike
alive
all
alley
alligator
allow
almost
alone
along
aloud
already
also
always
am
America
American
among
amount
an
and
angel
anger
angry
animal
another
answer
ant
any
anybody
anyhow
anyone
anything
anyway
anywhere
apart
apartment
ape
apiece
appear
apple
April
apron
are
aren't
arise
arithmetic
arm
armful
army
aroso
around
arrange
arrive(d)
arrow
art
artist
as
ash(es)
aside
ask
asleep
at
ate
attack
attend
attention
August
aunt
author
auto
automobile
autumn
avenue
awake(n)
away
awful (ly)
awhile
ax

baa
babe
baby(ies)
back
background
backward(s)
bacon
bad(ly)
badge
bag
bake(r)
baking
bakery
ball
balloon
banana
band
bandage
bang
banjo
bank(er)
bar
barber
bare(ly)
barefoot
bark
barn
barrel
base
baseball
basement
basket
bat
batch
bath
bathe
bathing
bathroom
bathtub
battle
battleship
bay
be(ing)
beach
bead
beam
bean
bear
beard
beast
beat(ing)
beautiful
beautify
Beauty
became
because
become
becoming
bed
bedbug
bedroom
bedspread
bedtime
bee
beech
beef
beefsteak
beehive
been
beer
beet
before
beg
began
beggar
begged
begin
beginning
begun
behave
behind
believe
bell
belong
below
belt
bench
bend
beneath
bent
berry(ies)
beside(s)
best
bet
better
between
bib
bible
bicycle
bid
big(ger)
bill
billboard
bin
bind
bird
birth
birthday
biscuit
bit
bite
biting
bitter
black
blackberry
blackbird
blackboard
blackness
blacksmith
blame
blank
blanket
blast
blaze
bleed
bless
blessing
blew
blind(s)
blindfold
block
blood
bloom
blossom
blot
blow
blue
blueberry
bluebird
bluejay
blush
board
boast
boat
bob
bobwhite
body(ies)
boil(er)
bold
bone
bonnet
boo
book
bookcase
bookkeeper
boom
boot
born
borrow
boss
both
bother
bottle
bottom
bought
bounce
bow
bowl
bow-wow
box(es)
boxcar
boxer
boy
boyhood
bracelet
brain
brake
bran
branch
brass
brave
bread
break
breakfast
breast
breath
breathe
breeze
brick
bride
bridge
bright
brightness
bring
broad
broadcast
broke(n)
brook
broom
brother
brought
brown
brush
bubble
bucket
buckle
bud
buffalo
bug
buggy
build
building
built
bulb
bull
bullet
bum
bumblebee
bump
bun
bunch
bundle
bunny

burn
burst
bury
bus
bush
bushel
business
busy
but
butcher
butt
butter
buttercup
butterfly
buttermilk
butterscotch
button
buttonhole
buy
buzz
by
bye

cab
cabbage
cabin
cabinet
cackle
cage
cake
calendar
calf
call(er)(ing)
came
camel
camp
campfire
can
canal
canary
candle
candlestick
candy
cane
cannon
cannot
canoe
can't
canyon
cap
cape
capital
captain
car
card
cardboard
care
careful
careless
carelessness
carload
carpenter
carpet
carriage
carrot
carry
cart
carve
case
cash
cashier
castle
cat
catbird
catch
catcher
caterpillar
catfish
catsup
cattle
caught
cause
cave
ceiling
cell
cellar
cent
center
cereal
certain(ly)
chain
chair
chalk
champion
chance
change
chap
charge
charm
chart
chase
chatter
cheap
cheat
check
checkers
cheek
cheer
cheese
cherry
chest
chew
chick
chicken
chief
child
childhood
children
chill(y)
chimney
chin
china
chip
chipmunk
chocolate
choice
choose
chop
chorus
chose(n)
christen
Christmas
church
churn
cigarette
circle
circus
citizen
city
clang
clap
class
classmate
classroom
claw
clay
clean(er)
clear
clerk
clever
click
cliff
climb
clip
cloak
clock
close
closet
cloth
clothes
clothing
cloud(y)
clover
clown
club
cluck
clump
coach
coal
coast
coat
cob
cobbler
cocoa
coconut
cocoon
cod
codfish
coffee
coffeepot
coin
cold
collar
college
color(ed)
colt
column
comb
come
comfort
comic
coming
company
compare
conductor
cone
connect
coo
cook(ed)
cook(ing)
cooky(ie)(s)
cool(er)
coop
copper
copy
cord
cork
corn
corner
correct
cost
cot
cottage
cotton
couch
cough
could
could't
count
counter
country
county
source
court
cousin
cover
cow
coward(ly)
cowboy
cozy
crab
creek
cracker
cradle
cramps
cranberry
crank(y)
crash
crawl
crazy
cream(y)
crook
creep
crept
cried
croak
crook(ed)
crop
cross(ing)
cross-eyed
crow
crowd(ed)
crown
cruel
crumb
crumble
crush
crust
cry(ies)
cub
cuff
cup
cupboard
cupful
cure
curl(y)
curtain
curve
cushion
custard
customer
cut
cute
cutting

dab
dad
daddy
daily
dairy
daisy
dam
damage
dame
damp
dance(r)
dancing
dandy
danger(ous)
dare
dark(ness)
darling
darn
dart
dash
date
daughter
dawn
day
daybreak
daytime
dead
deaf
deal
dear
death
December
decide
deck
deed
deep
deer
defeat
defend
defense
delight
den
dentist
depend
deposit
describe
desert
deserve
desire
desk
destroy
devil
dew
diamond
did
didn't
die(d)(s)
difference
different
dig
dim
dime
dine
ding-dong
dinner
dip
direct
direction
dirt(y)
discover
dish
dislike
dismiss
ditch
dive
diver
divide
do
dock

doctor
does
doesn't
dog
doll
dollar
dolly
done
donkey
don't
door
doorbell
doorknob
doorstep
dope
dot
double
dough
dove
down
downstairs
downtown
dozen
drag
drain
drank
draw(er)
draw(ing)
dream
dress
dresser
dressmaker
drew
dried
drift
drill
drink
drip
drive(n)
driver
drop
drove
drown
drowsy
drug
drum
drunk
dry
duck
due
dug
dull
dumb
dump
during
dust(y)
duty
dwarf
dwell
dwelt
dying

each
eagle
ear
early
earn
earth
east(ern)
easy
eat(en)
edge
egg
eh
eight
eighteen
eighth
eighty
either
elbow
elder
eldest
electric
electricity
elephant
eleven
elf
elm
else
elsewhere
empty
end(ing)
enemy
engine
engineer
English
enjoy
enough
enter
envelope
equal
erase(r)
errand
escape
eve
even
evening
ever
every
everybody
everyday
everyone
everything
everywhere
evil
exact
except
exchange
excited
exciting
excuse
exit
expect
explain
extra
eye
eyebrow

fable
face
facing
fact
factory
fail
faint
fair
fairy
faith
fake
fall
false
family
fan
fancy
far
faraway
fare
farmer
farm(ing)
far-off
farther
fashion
fast
fasten
fat
father
fault
favor
favorite
fear
feast
feather
February
fed
feed
feel
feet
fell
follow
felt
fence
fever
few
fib
fiddle
field
fife
fifteen
fifth
fifty
fig
fight
figure
file
fill
film
finally
find
fine
finger
finish
fire
firearm
firecracker
fireplace
fireworks
firing
fist
fish
fisherman
first
fit(s)
five
fix
flag
flake
flame
flap
flash
flashlight
flat
flea
flesh
flew
flies
flight
flip
flip-flop
float
flock
flood
floor
flop
flour
flow
flower(y)
flutter
fly
foam
fog
foggy
fold
folks
follow(ing)
fond
food
fool
foolish
foot
football
footprint
for
forehead
forest
forgot
forgive
forgot(ten)
fork
form
fort
forth
fortune
forty
forward
fought
found
fountain
four
fourteen
fourth
fox
frame
free
freedom
freeze
freight
French
fresh
fret
Friday
fried
friend(ly)
friendship
frighten
frog
from
front
frost
frown
froze
fruit
fry
fudge
fuel
full(y)
fun
funny
fur
furniture
further
fuzzy

gain
gallon
gallop
game
gang
garage
garbage
garden
gas
gasoline
gate
gather
gave
gay
gear
geese
general
gentle
gentleman
gentlemen
geography
get
getting
giant
gift
gingerbread
girl
give(n)
giving
glad(ly)
glance
glass(es)
gleam
glide
glory
glove
glow
glue
go(ing)
goes
goal
goat
gobble
God(g)
godmother
gold(en)
goldfish
golf
gone
good(s)
good-by(bye)
good-looking
goodness
goody
geese
gooseberry
got
govern
government
gown
grab
gracious

grade
grain
grand
grandchild
grandchildren
granddaughter
grandfather
grandma
grandmother
grandpa
grandson
grandstand
grape
grapefruit
grass
grasshopper
grateful
grave
gravel
graveyard
gravy
gray
graze
grease
great
green
grew
grind
groan
grocery
ground
group
grow
grew
guard
guess
guest
guide
gulf
gum
gun
gunpowder
guy

ha
habit
had
hadn't
hail
hair
haircut
hairpin
half
hall
halt
ham
hammer
hand

handful
handkerchief
handle
handwriting
hang
happen
happily
happiness
happy
harbor
hard
hardly
hardship
hardware
hare
hark
harm
harness
harp
harvest
has
hasn't
haste(n)
hasty
hat
hatch
hate
haul
have
haven't
having
hawk
hay
hayfield
haystack
he
head
headache
heal
health(y)
heap
hear(ing)
heard
heart
heat(er)
heaven
heavy
he'd
heel
height
held
hell
he'll
hello
helmet
help(er)
helpful
hem

hen
henhouse
her(s)
herd
here
here's
hero
herself
he's
hey
hickory
hid
hidden
hide
high
highway
hill
hillside
hilltop
hilly
him
himself
hind
hint
hip
hire
hiss
history
hit
hitch
hive
ho
hoe
hog
hold(er)
hole
holiday
hollow
holy
home
homely
homesick
honest
honey
honeybee
honeymoon
honk
honor
hood
hoof
hook
hoop
hop
hope(ful)
hopeless
horn
horse
horseback

horseshoe
hose
hospital
host
hot
hotel
hound
hour
house
housetop
housewife
housework
how
however
howl
hug
huge
hum
humble
hump
hundred
hung
hunger
hungry
hunk
hunt(er)
hurried
hurry
hurt
husband
hush
hut
hymn

I
ice
icy
I'd
idea
ideal
if
ill
I'll
I'm
important
impossible
improve
in
inch(es)
income
indeed
Indian
indoors
ink
inn
insect
inside
instant

instead
insult
intend
interested
interesting
into
invite
iron
is
island
isn't
it
its
it's
itself
I've
ivory
ivy

jacket
jacks
jail
jam
January
jar
jaw
jelly
jellyfish
jerk
jig
job
jockey
join
joke
joking
jolly
journey
joy(full)
joyous
judge
jug
juice
juicy
July
jump
June
junior
junk
just

keen
keep
kept
kettle
key
kick
kid
kill(ed)

kind(ly)
kindness
king
kingdom
kiss
kitchen
kite
kitten
kitty
knee
kneel
knew
knife
knit
knives
knob
knock
knot
know
known

lace
lad
ladder
ladies
laid
lake
lamb
lame
lamp
land
lane
language
lantern
lap
lard
large
lash
lass
last
late
laugh
laundry
law
lawn
lawyer
lay
lazy
lead
leader
leaf
leak
lean
leap
learn(ed)
least
leather
leave(ing)

led
left
leg
lemon
lemonade
lend
length
less
lesson
let
let's
letter
letting
lettuce
level
liberty
library
lice
lick
lid
lie
life
lift
light(ness)
lightning
like
likely
liking
lily
limb
lime
limp
line
linen
lion
lip
list
listen
lit
little
live(s)
lively
liver
living
lizard
load
loaf
loan
loaves
lock
locomotive
log
lone
lonely
lonesome
long
look
lookout
loop

loose
lord
lose(r)
loss
lost
lot
loud
love
lovely
lover
low
luck(y)
lumber
lump
lunch
lying

ma
machine
machinery
mad
made
magazine
magic
maid
mail
mailbox
mailman
major
make
making
male
mama
man
manager
many
manger
many
map
maple
marble
march(M)
mare
mark
market
marriage
married
marry
mask
mast
master
mat
match
mate
matter
mattress
may(M)
maybe
mayor

maypole
me
meadow
meal
mean(s)
meant
measure
meat
medicine
meet(ing)
melt
member
men
mend
meow
merry
mess
message
met
metal
new
mice
middle
midnight
might(y)
mile
milk
milkman
mill
miller
million
mind
mine
miner
mint
minute
mirror
mischief
miss(M)
misspell
mistake
misty
mitt
mitten
mix
moment
Monday
money
monkey
month
moo
moon
moonlight
moose
mop
more
morning
morrow
moss

most(ly)
mother
motor
mount
mountain
mouse
mouth
move
movie
movies
moving
mow
Mr., Mrs.
much
mud
muddy
mug
mule
multiply
murder
music
must
my
myself

nail
name
nap
napkin
narrow
nasty
naughty
navy
near
nearby
nearly
neat
neck
necktie
need
needle
needn't
Negro
neighbor
neighborhood
neither
nerve
nest
net
never
nevermore
new
news
newspaper
next
nibble
nice
nickel
night

nightgown
nine
nineteen
ninety
no
nobody
nod
noise
noisy
none
noon
nor
north(ern)
nose
not
note
nothing
notice
November
now
nowhere
number
nurse
nut

oak
oar
oatmeal
oats
obey
ocean
o'clock
October
odd
of
off
offer
office
officer
often
oh
oil
old
old-fashioned
on
once
one
onion
only
onward
open
or
orange
orchard
order
ore
organ
other
otherwise

ouch
ought
our(s)
ourselves
out
outdoors
outfit
outlaw
outline
outside
outward
over
over
overalls
overcoat
overeat
overhead
overhear
overnight
overturn
owe
owing
owl
own(er)
ox

pa
pace
pack
package
pad
page
paid
pail
pain(ful)
paint(er)
painting
pair
pal
palace
pale
pan
pancake
pane
pansy
pants
papa
paper
parade
pardon
parent
park
part(ly)
partner
party
pass
passenger
past
paste

pasture
pat
patch
path
patter
pave
pavement
paw
pay
payment
pea(s)
peace(ful)
peach(es)
peak
peanut
pear
pearl
peck
peek
peel
peep
peg
pen
pencil
penny
people
pepper
peppermint
perfume
perhaps
person
pet
phone
piano
pick
pickle
picnic
picture
pie
piece
pig
pigeon
piggy
pile
pill
pillow
pin
pine
pineapple
pink
pint
pipe
pistol
pit
pitch
pitcher
pity
place
plain

plan
plane
plant
plate
platform
platter
play(er)
playground
playhouse
playmate
plaything
pleasant
please
pleasure
plenty
plow
plug
plum
pocket
pocketbook
poem
point
poison
poke
pole
police
policeman
polish
polite
pond
ponies
pony
pool
poor
pop
popcorn
popped
porch
pork
possible
post
postage
postman
pot
potato(es)
pound
pour
powder
power(ful)
praise
pray
prayer
prepare
present
pretty
price
prick
prince
princess

print
prison
prize
promise
proper
protect
proud
prove
prune
public
puddle
puff
pull
pump
pumpkin
punch
punish
pup
pupil
puppy
pure
purple
purse
push
puss
pussy
pussycat
put
putting
puzzle

quack
quart
quarter
queen
queer
question
quick(ly)
quiet
quilt
quit
quite

rabbit
race
rack
radio
radish
rag
rail
railroad
railway
rain(y)
rainbow
raise
raisin
rake
ran
prince
ran

ranch
rang
rap
rapidly
rat
rate
rather
rattle
raw
ray
reach
read
reader
reading
ready
real
really
reap
rear
reason
rebuild
receive
recess
record
red
redbird
redbreast
refuse
reindeer
rejoice
remain
remember
remind
remove
rent
repair
repay
repeat
report
rest
return
review
reward
rib
ribbon
rice
rich
rid
riddle
ride(r)
riding
right
rim
ring
rip
ripe
rice
rising
river

road
roadside
roar
roast
rob
robber
robe
robin
rock(y)
rocket
rode
roll
roller
roof
room
rooster
root
rope
rose
rosebud
rot
rotten
rough
round
route
row
rowboat
royal
rub
rubbed
rubber
rubbish
rug
rule(r)
rumble
run
rung
runner
running
rush
rust(y)
rye

sack
sad
saddle
sadness
safe
safety
said
sail
sailboat
sailor
saint
salad
sale
salt
same
sand(y)

sandwich
sang
sank
sap
sash
sat
satin
satisfactor
Saturday
sausage
savage
save
savings
saw
say
scab
scales
scare
scarf
school
schoolboy
schoolhouse
schoolmate
schoolroom
scorch
score
scrap
scrape
scratch
scream
screen
screw
scrub
sea
seal
seam
search
season
seat
second
secret
see(ing)
seed
seek
seem
seen
seesaw
select
self
selfish
sell
send
sense
sent
sentence
separate
September
servant
serve

service
set
setting
settle
settlement
seven
seventeen
seventh
seventy
several
sew
shade
shadow
shady
shake(r)
shaking
shall
shame
shan't
shape
share
sharp
shave
she
she'd
she'll
she's
shear(s)
shed
sheep
sheet
shelf
shell
shepherd
shine
skining
shiny
ship
shirt
shock
shoe
shoemaker
shone
shook
shoot
shop
shopping
shore
short
shot
should
shoulder
shouldn't
shout
shovel
show
shower
shut
shy

sick(ness)
side
sidewalk
sideways
sigh
sight
sign
silence
silent
silk
sill
silly
silver
simple
sin
since
sing
singer
single
sink
sip
sir
sis
sissy
sister
sit
sitting
six
sixteen
sixth
sixty
size
skate
skater
ski
skin
skip
skirt
sky
slam
slap
slate
slave
sled
sleep(y)
sleeve
sleigh
slept
slice
slid
slide
sling
slip
slipped
slipper
slippery
slit
slow(ly)
sly

smack
small
smart
smell
smile
smoke
smooth
snail
snake
snap
snapping
sneeze
snow(y)
snowball
snowflake
snuff
snug
so
soak
soap
sob
socks
sod
soda
sofa
soft
soil
sold
soldier
sole
some
somebody
somehow
someone
something
sometime
somewhere
son
song
soon
sore
sorrow
sorry
sort
soul
sound
soup
sour
south(ern)
space
spade
spank
sparrow
speak(er)
spear
speech
speed
spell(ing)
spend

spent
spider
spike
spill
spin
spinach
spirit
spit
splash
spoil
spoke
spook
spoon
sport
spot
spread
spring
springtime
sprinkle
square
squash
squeak
squeeze
squirrel
stable
stack
stage
stair
stall
stamp
stand
star
stare
start
starve
state
station
stay
steak
steal
steam
steamboat
steamer
steel
steep
steeple
steer
stem
step
stepping
stick(y)
stiff
still(ness)
sting
stir
stitch
stock
stocking
stole

stone
stood
stool
stoop
stop
stopped
stopping
store
stories
stork
storm(y)
story
stove
straight
strange(r)
strap
straw
strawberry
stream
street
stretch
string
strip
stripes
strong
stuck
study
stump
stung
subject
such
suck
sudden
suffer
sugar
suit
sum
summer
sun
Sunday
sunflower
sung
sunk
sunlight
sunny
sunrise
sunset
sunshine
supper
suppose
sure(ly)
surface
surprise
swallow
swam
swamp
swan
swat
thankful
Thanksgivi

sweat
sweater
sweep
sweet(ness)
sweetheart
swell
swept
swift
swim
swimming
swing
switch
sword
swore

table
tablecloth
tablespoon
tablet
tack
tag
tail
tailor
take(n)
taking
tale
talk(er)
tall
tame
tan
tank
tap
tape
tar
tardy
task
taste
taught
tax
tea
teach(er)
team
tear
tease
teaspoon
teeth
telephone
tell
temper
ten
tennis
tent
term
terrible
test
than
thank(s)

that
that's
that
theater
thee
their
them
then
there
these
they
they'd
they'll
they're
they've
thick
thief
thimble
thin
thing
think
third
thirsty
thirteen
thirty
this
tho
thorn
those
though
thought
thousand
thread
three
threw
throat
throne
through
throw(n)
thumb
thunder
Thursday
thy
tick
ticket
tickle
tie
tiger
tight
till
time
tin
tinkle
tiny
tip
tiptoe
tire
tired
'tis
title
to
toad
toadstool
toast
tobacco
today
too
together
toilet
told
tomato
tomorrow
ton
tone
tongue
tonight
too
took
tool
toot
tooth
toothbrush
toothpick
top
tore
torn
toss
touch
tow
toward(s)
towel
tower
town
toy
trace
track
trade
train
tramp
trap
tray
treasure
treat
tree
trick
tricycle
tried
trim
trip
trolly
trouble
truck
true
truly
trunk
trust
truth
try
tub
Tuesday
tug
tulip
tumble
tune
tunnel
turkey
turn
turtle
twelve
twenty
twice
twig
twin
two

ugly
umbrella
uncle
under
understand
underwear
undress
unfair
unfinished
unfold
unfriendly
unhappy
unhurt
uniform
United States
unkind
unknown
unless
unpleasant
until
unwilling
up
upon
upper
upset
upside
upstairs
uptown
upward
us
us'd
use(d)
useful

valentine
valley
valuable
value
vase
vegetable
velvet
very
vessel
victory
view
village
vine
violet
visit
visitor
voice
vote

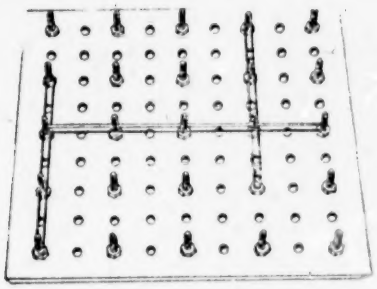
wag
wagon
waist
wait
wake(n)
walk
wall
walnut
want
war
warm
warn
was
wash(er)
washtub
wasn't
waste
watch
watchman
water
watermelon
waterproof
wave
wax
way
wayside
we
weak(nese)
weaken
wealth
weapon
wear
weary
weather
weave
web
we'd
wedding
Wednesday
wee
weed
week
weep
weigh
welcome
well
we'll
went
were
we're
west(ern)
wet
we've
whale
what
what's
wheat
wheel
when
whenever
where
which
while
whip
whipped
whirl
whisky
whisper
whistle
white
who
who'd
whole
who'll
whom
who's
whose
why
wicked
wide
wife
wiggle
wild
wildcat
will
willing
willow
win
wind(y)
windmill
window
wine
wing
wink
winner
winter
wipe
wire
wise
wish
wit
witch
with
without
woke
wolf
woman
women
won
wonder
wonderful
won't
wood(en)
woodpecker
woods
wool
woolen
word
wore
work(er)
workman
world
worm
worn
worry
worse
worst
worth
would
wouldn't
wound
wove
wrap
wrapped
wreck
wren
wring
write
writing
written
wrong
wrote
wrung

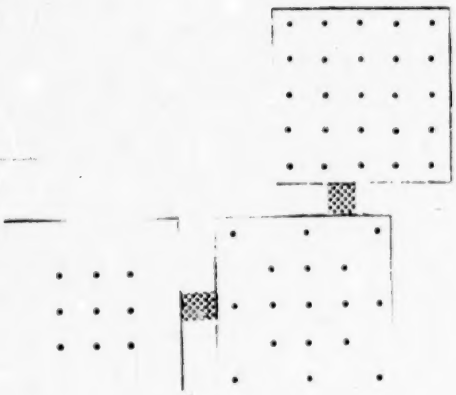
yard
yarn
year
yell
yellow
yes
yesterday
yet
yolk
yonder
you
you'd
you'll
young
youngster
your(s)
you're
yourself
yourselves
youth
you've

# Mini Lesson Diagnostic Procedure
# In Visual Perception

## Matching Maps

Prepared for Prescriptive Resource Teachers - 1972-73
ERDC - Educational Service Center, Madison, Minnesota
Sue Turner, Resource Teacher





This procedure uses the stretching of rubber bands over a homemade design board to determine:

1. Can the child recognize that visual patterns are made up of a limited number (rather than indefinite amount) of parts.

2. Can the child recognize that the parts may differ along certain attributes (such as length, width, etc.).

3. Can the child recognize that the parts relate to each other on to a larger environmental space in a precise way - as though they were seen through a "map" of axial coordinates (i.e. some parts recognized as "above", some "near" some in the "middle"- etc.).

### The Boards

You need:
- 2 squares perforated masonite 10 x 10 in. with holes at 1 in. intervals.
- 50 stove bolts (approx. 1 in. long).
- 50 nuts to secure bolts to board.
- Rubber bands of varying sizes.

### Directions:

Start in corner hole. Insert bolt in every other hole; secure with nut. (When finished board will contain 25 bolts.)

Step 1 - Use one board to see if child recognizes that visual patterns are made of a finite number of parts.

1) Teacher stretches band between 2 bolts.
2) Ask child to "stretch your rubber band right over mine".
3) Patterns using 3 bands should be used.

Step 2 - Use 2 boards to see if child recognizes differing attributes and spatial "map".

1) Teacher stretches band on one board.
2) Asks child to "make one just like mine". (Start with simple patterns of intersecting bands and work toward more complex ones.)
3) Use a paper map, covered with clear contact paper and draw on the map with crayon (use tissue paper to erase).
4) Ask child to make one on his board.
5) Ask child to make one on his map (paper covered with contact, drawn with crayon).
6) Reproduce visual pattern by maps, without dots.

If a child can handle all steps with relative ease he is able to break down visual patterns and recognize the spatial relationships.

If the child has difficulty with these tasks, you will be able to spot from this ordered sequence where to begin training.

The boards are also useful for a training sequence: See Dr. Jerome Rosner, Project Leader, Design Board Program, Perceptual Skills Project, U. of Pittsburg, Learning Research and Development Center.

# Mini-Lesson Diagnostic Procedure

## The Shadow Study Technique

A "Mini-Observation" Tool for School Use
Prepared for Prescriptive Resource Teachers - 1972-73
ERDC - Educational Service Center, Madison, Minnesota
Sue Turner, Resource Teacher

While the "Shadow Study" technique is not new, it is still rather infrequently used. This technique is deserving of more general use by teachers as a way of making a behavioral record of a student or as a device for gathering case study data. The term "Shadow Study", while perhaps sounding needlessly secretive, is used because the observer in essence shadows the subject, unobtrusively observing and recording.

### The Recording Instrument

The entry log should include columns headed: Time, Location, Behavior, and Environment. It should be divided into time segments of 3 minute intervals. An example of a log-entry could be:

| Time | Location | Behavior | Environment |
|---|---|---|---|
| 12:25 | History | Marsha is attentive to film sequence showing a wagon train crossing the plains in 1848. | The projectionist ( a student) had difficulty adjusting the machine after a section of worn film. The class waited patiently. |
| 12:28 | | Marsha is watching the film attentively. | Class is watching film. Sequence shows first coach starting overland mail service. |

The potential for using this technique for developing insights into the teaching art and the learning process is great. From the data may emerge aspects of the pupils interrelationships requiring more intensive probing.

### Sources

The Junior High School We Saw: One Day in the Eighth Grade
John H. Launsbury and Jean V. Marani, ASCO, 1964.

Southwest Minnesota State College paper, "The Shadow Study Technique", The Learning Center, SMSC, Marshall, Minnesota, 1969.

One Boy's Day: A Specimen Record of Behavior
Roger S. Barker and Herbert F. Wright, New York: Harper & Bros., 1951.

# APPENDIX J

## PRIORITY LISTINGS

# PRIORITY LIST FOR PRT CASELOAD 1972-73

## Adrain

Amy Wienke
Kevin Nelson

## Balaton

Rhonda King
Robert Evens
Vicky Cunningham
David Greenfield
Paul Van Meveran
Becky Johnson
Timothy Mitchell
Sara Stockslager
Terry King
Ricky King
Donald Evens
John Dalle
Lonnie Johnson
Doug Hanson
Roger Swanson
Renae Diercx

## Beaver Creek

Betty Ann Steuven
Gayle Klawitten
Mike Gehrke
Rhonda Gehrke
Darrell De Noble
Jean Lange
Christal Von Batavia
Ronald Bos
Debra Brandt
Scott Stengenga
Mark Boeve
Shelly Brown
Ardis Taubert
Ted Larson
Mark Taubert
Mike Wassenaar

## Jasper

Bruce Drew
Doug Jycos
Todd Larson
Monica Seerenaur
Ronnie Peters
Darin Rislov

## Magnolia

Lonnie VanKlei
Jackie Sannizzaro
Jill Debates
Angelo Michelson
Randy Milder
Chantel Viessman
Tom Dahlman
Paul Vandervielke
James Feuerhelm
Lori Feuerhelm
James Von Holtum
Vivian Kroontje
William Kroontje
Pamela Dahlman
David Rick
Edwin Flanigan

## Marshall

David Henle
Danny DeBaere
Rose Shriver
John Borquin
Jack Curwick
Vernon Danderand
Mike Pearcy
Sherry Smith
Dean Evens
Kim Magnuson
John David Crow

## Milroy

Jolene Hunt
Jeff Baune
Patty Zeug
Danny Leach
Matt Wellu

## Minneota

Steven Laleman
Denise Timmerman
Randy Larson
Jeff Desmit
JoAnn Guza
Randy Girard
David Hasnen

## Minneota (cont.)

Dale Josefson
Jeanette Hagg
Matthew Hammen
Randy Obe
Kevin Kopitski
Bill Swedzinski
Norma Rogge
Dwight Arndt
Anita Girard
Kenneth Dero
Joan Flood

## Okabena

Jeff Bloom
Dale Ackerman
Bob Harms
Dave Hassong
David Rick
Paul Pietz

## Ruthton

William Foster
Corrine Fese
Beverly DeGrote
Terry Sanderson
Kelly Lovre
Keith Steenstra
Jeffrey Biever
Roger Stepanek
Randy Halsne
Dawn Lupkas
Harlan Steenstra

## Belgrade

Scott Lenarz
Linda Molitar
Bryan Felling
Robert Wander
Alvin Molitar
Jeff Zenzen
Randy Breitbach

Priority List

Melrose

Mike Vecker
Tom Hoeehen
Tom Hellerman
Richard Butkowski
Mark Weber
Roger Klassen
Randy Stroing
Keith Lochikar

Clarkfield

Jeff Oakes
Darla Koelke
Doug Varpness
Jean Rolighed
Bryan Prellwitz

Cosmos

Darin Stenberg
Roger Peterson
Gary Schlveter
4th grade class-Mrs. Jurgens

Albany

Steve Reber
Tom Fischer
Richard Fischer
Richard Klaphake
Kenneth Nordmann
Cheryl Wielenberg
Debbie Maehtemes
Stephen Schmidt

Sacred Heart

Roland Horda
Darrell Hanson
Leslie Lalin
Alan Hubert

Eden Valley

Kathy Peters' EMR Classroom

Dawson

Tami Rose
Robin Cusey
David Lokken
Eldon Nelson
Tom Peterson
Roxanne Bentheen

Hendricks

Robin Vizecky
Linda Ross

Canby

Brenda Gerdes
Linda Carrette
Irvin Floyd
Duane Skorzewski
Jeff Victor
Melissa McKeen
Steven Schultz
Allen Colgan
Mark Carrette
Steven Hentges
Bill Johnson

Round Lake

Robin Klitzke

Heron Lake

Randy Egge
Bob Wolff
John Morin
Brenda Remmers

Fulda

Steve Sauer
Lucy Kirchner
Ken Clarke
Michelle Popkes
Lori Marotzke
Dennis Paplow
Ryan Marotzke
Douglas Baumgarten

Worthington

Calvin Berger
Rhonda Westendorf
Tom LeBon
Luis Lomas
Susan Grant

Morgan

Keith Seifert
Mary Madsen
Troy Panitzke

Wabasso

Lee Gladitsch
Troy Welch
James Rohlik
Robert Frericks
Janelle Baune
Ronald Mertens

Lakefield

John Thaemlitz
Ron Oeltjenbruns
Tim Kemp
Danny O'Conner

# APPENDIX K

## CHILD PROGRESS REPORT

## CHILD PROGRESS REPORT RESULTS

Total Number - 82

Number having reason for referral - 82

| WRAT Scores | Pre Average | Post Average | Average Change |
|---|---|---|---|
| | 2.48 | 3.31 | + .82 |

Overall goals present - 81

| Number of Objectives - | (written) | (met) | (partially met) |
|---|---|---|---|
| | 528 | 419 | 67 |

### Self-Concept

| Pre Average | Post Average | Average Change |
|---|---|---|
| 31.70 | 35.89 | + 4.19 |

Number of children having positive self-concept change - 49
Number of children having no self-concept change - 6
Number of children having negative self-concept change - 12

(See Appendix M for instruments used)

### Principal's Evaluation

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1) | The objectives selected were reviewed by me and found appropriate to this student's most pressing academic and/or social needs. | 41 | 41 | | |
| 2) | Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of this student's program. | 33 | 45 | | |
| 3) | As a result of this program this student has made substantial behavioral and/or social improvement such that he can better function as an integral part of his class. | 22 | 34 | 3 | |
| 4) | As a result of this program this student has made substantial academic improvement such that he can now function at or near grade level. | 17 | 41 | 23 | 1 |

P.R.T. Evaluation

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1) | The educational objectives written for this child were appropriate to his most pressing academic and/or social needs. | 41 | 41 | | |
| 2) | Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of this student's program. | 20 | 60 | | |
| 3) | Answer if social or behavioral objectives were written. The above student made substantial behavioral and/or social improvement such that he can better function as an integral member of the class. | 13 | 17 | 3 | |
| 4) | Answer if academic objectives were written. The above student made substantial academic improvements such that he can function at or near grade level in the specific skill in question. | 18 | 32 | 26 | 4 |

Monitoring

| | |
|---|---|
| Average Case Duration | 5.6 months |
| Average P.R.T. Case Monitoring | 1.24 times per month |

| Number of Objectives | Number of Objectives Met | Number of Objectives Partially or Not Met |
|---|---|---|
| 4 | 4 | 0 |
| 4 | 1 | 3 |
| 12 | 10 | 2 |
| 8 | 6 | 2 |
| 8 | 7 | 1 |
| 8 | 4 | 4 |
| 8 | 6 | 2 |
| 6 | 5 | 1 |
| 7 | 6 | 1 |
| 4 | 4 | 0 |
| 9 | 6 | 3 |
| 8 | 7 | 1 |
| 8 | 6 | 2 |
| 8 | 7 | 1 |
| 5 | 0 | 5 |
| 6 | 5 | 1 |
| 7 | 7 | 0 |
| 18 | 14 | 4 |
| 17 | 15 | 2 |
| 10 | 10 | 0 |
| 10 | 8 | 2 |
| 8 | 4 | 4 |
| 31 | 29 | 2 |
| 7 | 7 | 0 |
| 16 | 10 | 6 |
| 3 | 2 | 1 |
| 5 | 3 | 2 |
| 7 | 5 | 2 |
| 8 | 8 | 0 |
| 4 | 4 | 0 |
| 4 | 4 | 0 |
| 5 | 5 | 0 |
| 3 | 3 | 0 |
| 2 | 2 | 0 |
| 2 | 2 | 0 |
| 4 | 4 | 0 |
| 5 | 3 | 2 |
| 3 | 2 | 1 |
| 4 | 4 | 1 |
| 9 | 7 | 2 |
| 6 | 5 | 1 |
| 6 | 6 | 0 |
| 7 | 7 | 0 |
| 6 | 4 | 2 |
| 6 | 5 | 1 |
| 4 | 4 | 0 |
| 7 | 7 | 0 |
| 4 | 4 | 0 |
| 5 | 2 | 3 |
| 9 | 6 | 3 |

| Number of Objectives | Number of Objectives Met | Number of Objectives Partially or Not Met |
|---|---|---|
| 15 | 15 | 0 |
| 4 | 4 | 0 |
| 3 | 3 | 0 |
| 4 | 4 | 0 |
| 4 | 4 | 0 |
| 5 | 5 | 0 |
| 7 | 6 | 1 |
| 5 | 5 | 0 |
| 4 | 2 | 2 |
| 2 | 2 | 0 |
| 7 | 6 | 1 |
| 3 | 3 | 0 |
| 2 | 2 | 0 |
| 4 | 4 | 0 |
| 5 | 5 | 0 |
| 7 | 6 | 1 |
| 4 | 3 | 1 |
| 11 | 11 | 0 |
| 6 | 3 | 3 |
| 4 | 0 | 4 |
| 5 | 4 | 1 |
| 11 | 10 | 1 |
| 8 | 5 | 3 |
| 3 | 3 | 0 |
| 6 | 5 | 1 |
| 4 | 4 | 0 |
| 5 | 5 | 0 |
| 6 | 6 | 0 |
| 5 | 5 | 0 |
| 4 | 3 | 1 |
| 11 | 11 | 0 |
| 11 | 8 | 3 |
| Total 544 | Total 454 | Total 90 |

CHILD PROGRESS REPORT

Educational Service Centers Regional Instructional Materials Center
Southwest and West Central E.R.D.C.
1971-72

NAME _____ BIRTHDATE _____ SEX _____

SCHOOL _____ TEACHER _____ GRADE _____

PARENT OR GUARDIAN _____

ADDRESS _____
RFD/St. Town Phone

PROGRAM COORDINATION ESC ☐ IMC ☐
(check one)

I. COMPREHENSIVE TIME LOG: ALL SPECIALISTS INVOLVED

| Name | Position | Date | Describe Specific Involvement | Time Used |
|---|---|---|---|---|
| | | | | |
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II. STATEMENT OF PROBLEM

A. Reasc.. for Referral:

B. Program Team:

_____P.R.T.
_____Psychologist
_____Social Worker
_____Speech Therapist
_____Counselor
_____S.L.B.P. Consultant
_____Reading Consultant
_____Teacher
_____Tutor
_____Special Teacher
_____Principal
_____Parent
_____Other (list)
_____

III. PROGRAM FORMAT:

A. Baseline Data (using criterion reference tests and behavioral data whenever possible).
B. Overall Goal(s) (Specified in broad not behavioral terms).
C. Educational Objectives (Specified in behavioral terms with recommended methods and materials under each objective).
D. Process (Document actual use of methods and materials and reason for change).
E. Evaluation (Specify program outcomes based upon progress evaluation in relation to original objectives and baseline data).

IV. PRINCIPAL'S EVALUATION Circle your response.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 1. The objectives selected were reviewed by me and found appropriate to this student's most pressing academic and/or social needs. | SA | A | D | SD |
| 2. Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of this student's program | SA | A | D | SD |
| 3. As a result of this program this student has made substantial behavioral and/or social improvement such that he can better function as an integral part of his class. | SA | A | D | SD |
| 4. As a result of this program this student has made substantial academic improvement such that he can now function at or near grade level. | SA | A | D | SD |

CHILD PROGRESS REPORT
-3-

A. **Baseline Data**

1. Physical Data

   a) Vision
      1) Acuity
      2) Perception
   b) Audition
      1) Acuity
      2) Perception

2. Academic Data

   a) Individual Tests
   b) Group Tests
   c) Other

3. Psychological Data

   a) Individual I.Q.
   b) Group I.Q.
   c) Other

4. Criterion referenced Test Data

B. **Overall Goals:**

C. Educational Objectives:

D. **Process:**

E. **Evaluation:**

P.R.T. EVALUATION Circle your response.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 1. The educational objectives written for this child were appropriate to his most pressing academic and/or social needs. | SA | A | D | SD |
| 2. Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of this student's program. | SA | A | D | SD |
| 3. Answer if social or behavior objectives were written. The above student made substantial behavioral and/or social improvement such that he can better function as an integral member of the class. | SA | A | D | SD |
| 4. Answer if academic objectives were written. The above student made substantial academic improvements such that he can function at or near grade level in the specific skill in question. | SA | A | D | SD |

# APPENDIX L

## CHILD-TEACHER QUESTIONNAIRE

CHILD-TEACHER QUESTIONNAIRE

| | Strongly Agree | Agree | Disgree | Strongly Disagree |
|---|---|---|---|---|
| 1. Your referral questions were answered helpfully and realistically by the Service Center staff working with you and the above child? | 28 | 20 | 1 | |
| 2. You were involved in writing the above child's prescriptive program? | 20 | 28 | 1 | |
| 3. The educational objectives written for this child were appropriate to his most pressing academic and/or social needs. | 27 | 19 | 3 | |
| 4. Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of this student's program? | 27 | 18 | 4 | |
| 5. Answer if social or behavior objectives were written. The above student made substantial behavioral and/or social improvement such that he can better function as an integral member of the class. | 12 | 10 | 2 | |
| 6. I can apply what I have learned (in relation to the above child) to other children in my class? | 22 | 25 | 2 | |
| 7. I plan to use these services in the future should the need arise? | 31 | 18 | | |

# APPENDIX M

## SELF APPRAISAL INVENTORIES

Primary Level
Intermediate Level

## SELF APPRAISAL INVENTORY

Primary Level

1. Are you easy to like?
2. Do you often get in trouble at home?
3. Can you give a good talk in front of your class?
4. Do you wish you were younger?
5. Do you usually let other children have their way?
6. Are you an important person to your family?
7. Do you often feel bad in school?
8. Do you like being just what you are?
9. Do you have enough friends?
10. Does your family want too much of you?
11. Are you a good reader?
12. Do you wish you were a different child?
13. Are other children often mean to you?
14. Do you tell your family when you are mad at them?
15. Do you often want to give up in school?
16. Can you wait your turn easily?
17. Do your friends usually do what you say?
18. Are there times when you would like to run away from home?
19. Are you good in your school work?
20. Do you often break your promises?
21. Do most children have fewer friends than you?
22. Are you a good child?
23. Are most children better liked than you?
24. Would you like to stay home instead of going to school?

25. Are you one of the last to be chosen for games?
26. Are the things you do at school very easy for you?
27. Do you like being you?
28. Can you get good grades if you want to?
29. Do you forget most of what you learn?
30. Do you feel lonely very often?
31. If you have something to say, do you usually say it?
32. Do you get upset easily at home?
33. Do you often feel ashamed of yourself?
34. Do you like the teacher to ask you questions in front of the other children?
35. Do the other children in the class think you are a good worker?
36. Does being with other children bother you?
37. Are you hard to be friends with?
38. Would you rather play with friends who are younger than you?
39. Do you find it hard to talk to your class?
40. Are most children able to finish their school work more quickly than you?

Instructional Objectives Exchange

Copyright 1970

Box 24095

Los Angeles, California 90024

# 1

name _____

school _____ unit _____

| | | |
|---|---|---|
| 1 YES NO | 7 YES NO | 13 YES NO |
| 2 YES NO | 8 YES NO | 14 YES NO |
| 3 YES NO | 9 YES NO | 15 YES NO |
| 4 YES NO | 10 YES NO | 16 YES NO |
| 5 YES NO | 11 YES NO | 17 YES NO |
| 6 YES NO | 12 YES NO | 18 YES NO |

# 2

| | | |
|---|---|---|
| 19 YES NO | 25 YES NO | |
| 20 YES NO | 26 YES NO | |
| 21 YES NO | 27 YES NO | |
| 22 YES NO | 28 YES NO | |
| 23 YES NO | 29 YES NO | |
| 24 YES NO | 30 YES NO | |

# SELF APPRAISAL INVENTORY

Intermediate Level

## Directions

Please show whether each statement in this booklet is true or untrue for you by marking one of the spaces on the answer sheet.

For example:

| True | Untrue | |
|---|---|---|
| X | | 1. I like cherry pie. |
| | X | 2. I want to be a movie star. |

There are no right or wrong answers, so respond to each statement as honestly as you can.

Instructional Objectives Exchange

Copyright 1970

Box 24095

Los Angeles, California 90024

1. I like to meet new people.
2. I can disagree with my family.
3. Schoolwork is fairly easy for me.
4. I am satisfied to be just what I am.

5. I wish I got along better with other children.
6. I often get in trouble at home.
7. I usually like my teachers.
8. I am a cheerful person.

9. Other children are often mean to me.
10. I do my share of work at home.
11. I often feel upset in school.
12. I often let other kids have their way.

13. Most children have fewer friends than I do.
14. No one pays much attention to me at home.
15. I can always get good grades if I want to.
16. I can always be trusted.

17. I am easy to like.
18. There are times when I would like to leave home.
19. I forget most of what I learn.
20. I am popular with kids my own age.

21. I am popular with girls.
22. My family is glad when I do things with them.
23. I often volunteer in school.
24. I am a happy person.

25. I am lonely very often.
26. My family respects my ideas.
27. I am a good student.
28. I often do things that I'm sorry for later.

29. Older kids do not like me.
30. I behave badly at home.
31. I often get discouraged in school.
32. I wish I were younger.

33. I am always friendly toward other people.
34. I usually treat my family as well as I should.
35. My teacher makes me feel I am not good enough.
36. I always like being the way I am.

37. Most people are much better liked than I am.
38. I cause trouble to my family.
39. I am slow in finishing my school work.
40. I am often unhappy.

41. I am popular with boys.
42. I know what is expected of me at home.
43. I can give a good report in front of the class.
44. I am not as nice looking as most people.

45. I don't have many friends.
46. I sometimes argue with my family.
47. I am proud of my school work.
48. If I have something to say, I usually say it.

49. I am among the last to be chosen for teams.
50. I feel that my family always trusts me.
51. I am a good reader.
52. I don't worry much.

53. It is hard for me to make friends.
54. My family would help me in any kind of trouble.
55. I am not doing as well in school as I would like to.
56. I have a lot of self control.

57. Friends usually follow my ideas.
58. My family understands me.
59. I find it hard to talk in front of the class.
60. I often feel ashamed of myself.

61. I wish I had more close friends.
62. My family often expects too much of me.
63. I am good in my school work.
64. I am a good person.

65. Sometimes I am hard to be friendly with.
66. I get upset easily at home.
67. I like to be called on in class.
68. I wish I were a different person.

69. I am fun to be with.
70. I am an important person to my family.
71. My classmates think I am a good student.
72. I am sure of myself.

73. Often I don't like to be with other children.

74. My family and I have a lot of fun together.

75. I would like to drop out of school.

76. I can always take care of myself.

77. I would rather be with kids younger than me.

78. My family usually considers my feelings.

79. I can disagree with my teacher.

80. I can't be depended on.

ANSWER SHEET

| | True | Untrue | | True | Untrue | | True | Untrue | | True | Untrue |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | ____ | ____ | 21. | ____ | ____ | 41. | ____ | ____ | 61. | ____ | ____ |
| 2. | ____ | ____ | 22. | ____ | ____ | 42. | ____ | ____ | 62. | ____ | ____ |
| 3. | ____ | ____ | 23. | ____ | ____ | 43. | ____ | ____ | 63. | ____ | ____ |
| 4. | ____ | ____ | 24. | ____ | ____ | 44. | ____ | ____ | 64. | ____ | ____ |
| 5. | ____ | ____ | 25. | ____ | ____ | 45. | ____ | ____ | 65. | ____ | ____ |
| 6. | ____ | ____ | 26. | ____ | ____ | 46. | ____ | ____ | 66. | ____ | ____ |
| 7. | ____ | ____ | 27. | ____ | ____ | 47. | ____ | ____ | 67. | ____ | ____ |
| 8. | ____ | ____ | 28. | ____ | ____ | 48. | ____ | ____ | 68. | ____ | ____ |
| 9. | ____ | ____ | 29. | ____ | ____ | 49. | ____ | ____ | 69. | ____ | ____ |
| 10. | ____ | ____ | 30. | ____ | ____ | 50. | ____ | ____ | 70. | ____ | ____ |
| 11. | ____ | ____ | 31 | ____ | ____ | 51. | ____ | ____ | 71. | ____ | ____ |
| 12. | ____ | ____ | 32. | ____ | ____ | 52. | ____ | ____ | 72. | ____ | ____ |
| 13. | ____ | ____ | 33. | ____ | ____ | 53. | ____ | ____ | 73. | ____ | ____ |
| 14. | ____ | ____ | 34. | ____ | ____ | 54. | ____ | ____ | 74. | ____ | ____ |
| 15. | ____ | ____ | 35. | ____ | ____ | 55. | ____ | ____ | 75. | ____ | ____ |
| 16. | ____ | ____ | 36. | ____ | ____ | 56. | ____ | ____ | 76. | ____ | ____ |
| 17. | ____ | ____ | 37. | ____ | ____ | 57. | ____ | ____ | 77. | ____ | ____ |
| 18. | ____ | ____ | 38. | ____ | ____ | 58. | ____ | ____ | 78. | ____ | ____ |
| 19. | ____ | ____ | 39. | ____ | ____ | 59. | ____ | ____ | 79. | ____ | ____ |
| 20. | ____ | ____ | 40. | ____ | ____ | 60. | ____ | ____ | 80. | ____ | ____ |